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THE NEW WORK-PLAY BOOKS

MANUAL

for OFF WE GO
NOW WE GO AGAIN

REVISED EDIT.

BY

ARTHUR I. GATES

WITH THE ASSISTANCE OF

MARY M. BARTLETT

INSTRUCTOR IN READING
NEW JERSEY STATE TEACHERS COLLEGE
NEWARK

NEW YORK

THE MACMILLAN COMPANY

1943

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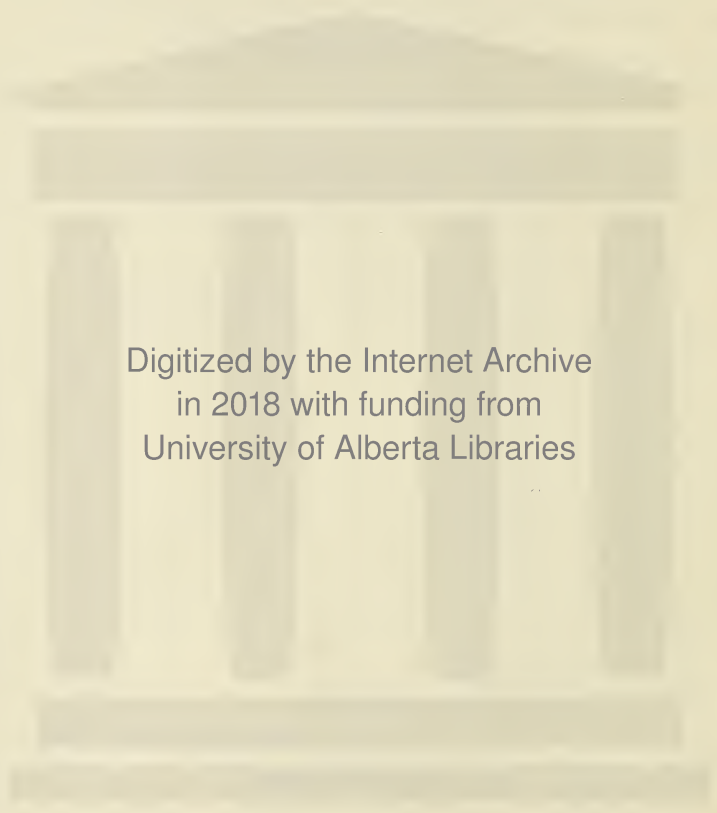
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M A N U A L
for
OFF WE GO *and* NOW WE GO AGAIN

CHAPTER I

DIRECTIONS FOR USING THE NEW WORK-PLAY STANDARDIZED READING READINESS TESTS

1. THE DEVELOPMENT AND PURPOSES OF THE TESTS

The New Work-Play Standardized Reading Readiness Tests are presented on pages i-v of the Preparatory Book which accompanies the Pre-Primer, *Off We Go*, and are reproduced again on pages i-v in the Preparatory Book which accompanies the Primer, *Jim and Judy*. Thus material is provided for a first testing early in the pre-reading program and for a second testing near the end of the reading readiness period. The only additional materials needed are seven cards which the teacher can easily make by following directions given later. Only one set of cards is needed, and it may be used repeatedly.

The choice of tests for the reading readiness examination was decided upon after study of the literature of the subject and after a careful examination of the results of three extensive investigations. One of these was made in the Horace Mann School (a private school connected with Teachers College, Columbia University) by a group of experts, including a number of teachers.¹ The second study, by Arthur I. Gates and several associates,² used typical school pupils in large classes in New York City, and the third, public school pupils in classes both large and small in a typical small city in Connecticut.³

¹ This study is reported in a number of articles, one of which "Reading Progress in Kindergarten and Primary Grades," *Elementary School Journal*, February, 1938, gives the most important findings.

² *Methods of Determining Reading Readiness*, Arthur I. Gates, G. L. Bond, and D. H. Russell, Bureau of Publications, Teachers College, Columbia University, 1939.

³ "An Experimental Evaluation of Reading Readiness Tests," Arthur I. Gates, *Elementary School Journal*, March, 1939, pp. 497-508.

In each of the first two studies mentioned, more than a hundred different tests, examinations, ratings, and observations were tried out. Practically all types of tests, examinations, and ratings used in other studies or suggested by teachers were examined. The tests finally chosen for inclusion in *The New Work-Play Books* were the types which proved to be the best for use by the classroom teacher. The specific tests were arranged and "tried out" upon all the pupils entering the first grade in the schools of a typical city. Defects found in any of the tests during experiences in giving them to the wide range of children in this city were carefully considered, and proper modifications were made.

All these studies show that the best tests of reading readiness are measures of abilities which pupils actually employ in learning to read. Each test in *The New Work-Play Standardized Reading Readiness Tests* reveals to the teacher the pupil's ability in an activity which he can learn to do better. The skills which are measured are the most important ones for children to improve as a means of learning to read. Through careful examination of the pupil's score on each test, the teacher is able to decide upon necessary treatment, and she can tell, furthermore, approximately at what stage to begin instruction in reading. The abilities measured are the ones the pre-reading program was designed to develop.

Description of the tests

The Reading Readiness Tests consist of five subtests, each of which uses one page in the Preparatory Books which accompany the Pre-Primer, *Off We Go*, and the Primer, *Jim and Judy*, and certain additional tests which require no special material.

TEST 1—PICTURE-DIRECTIONS TEST

The first test is a "composite" type which measures in various degrees a number of different abilities, including the following:

1. Ability to attend to and understand directions and remarks by the teacher.
2. Ability to keep in mind what has been said.
3. Ability to carry out directions of increasing complexity.

4. Ability to interpret and locate objects in an illustration.
5. Knowledge of words and concepts in each of two different areas—farm and town life.
6. Ability to sustain attention in an activity similar in length to an ordinary schoolroom lesson.

The words and concepts used in the test are drawn from the Pre-Primer and Primer in the series.

The detailed directions for giving this test are given on pages 7-10.

TEST 2—WORD RECOGNITION OR WORD-MATCHING TEST

Familiarity with words used in the test, or similar words, experience in examining words correctly, knowledge of the direction in which words are to be perceived, and other features of word perception, as well as word knowledge reveal themselves in this test. Test 2 is a new type of a general form of test found to be among the best for predicting reading ability. This test works well with children who have had the least contact with words, as well as with those who have had much contact and can actually read many words.

TEST 3—WORD CARD PERCEPTION TEST

Test 3 is somewhat similar to Test 2. However, psychologically important differences appear. In Test 3 the pupil has in a box on his paper a line of four words. The teacher will "flash" for five seconds one of these four words drawn by her in print-like characters on a card. As soon as it is removed from sight, the child looks at the four words in the box and draws a line around the one identical with the word flashed. Thus, this test is designed to reveal ability to see the word in larger size at a distance, as a child would in noting a word on the bulletin board, etc., and then to remember it and identify it in typical primer form. All the words on the test sheet are taken from the Pre-Primer or the Primer.

TEST 4—RHYMING TEST

Test 4 is a test of ability to give rhymes. It is easier than rhyming tests used in the preliminary studies and therefore enables children

to score who failed on the harder tests. This test gives the pupil a picture clue to the rhyming word. The test measures the extent to which a pupil has become acquainted with word-sound elements as the result of oral play with words; rhyming games; hearing, saying, and making up jingles; etc.

TEST 5—BLENDING TEST

Test 5 also reveals much about a pupil's ability to sense and deal with the sounds of words. The examiner names the words one at a time, with a slight pause between the sounds of each word, and the game is to "guess" what the word is. The child marks the picture of the Preparatory Book to indicate the word he has chosen.

TESTS 6A AND 6B—ABILITY TO READ THE LETTERS OF THE ALPHABET (OPTIONAL)

These tests were found to be one of the best indicators of ability to learn to read in the Horace Mann School. They were not as useful in the public schools of New York and Connecticut, largely because so many pupils received zero or near-zero scores near the beginning of the year. Since Tests 6A and 6B are simple to give, and since, because of the results of the Horace Mann School, it may be advisable for the teacher to know which children know the letters of the alphabet, the tests may be given at the teacher's discretion.

TEST 7—SOUNDING THE LETTERS (OPTIONAL)

This test consists in showing the pupil the letters of the alphabet one at a time and asking him to give the sounds which they make rather than the names of the letters. It is a test, in other words, to determine whether the pupil has had some experience in working with or telling the sounds which different letters represent. This test was a very useful one in the Horace Mann School, in which the pupils, for the most part, have had a good deal of experience in working with letter picture books, working with words and word sounds, and the like before they enter the first grade. In the schools of Connecticut, 59% of the children got a zero score, and the test is therefore not good for general predictive purposes. This test is useful as a means of de-

termining which children are well advanced on letter sounds and which ones are not in classes that contain *some* rather advanced pupils. *It should not be given to children who know less than ten letters in Test 6B.* It may be given later in the year to measure growth of ability to give letter sounds.

TEST 8—COMPLETION OF A STORY (OPTIONAL)

This test consists in reading to the pupil about half of a typical primer story, and then asking the pupil to finish it himself. Using his imagination, the pupil completes the tale. The test measures ability and interest in listening to, understanding, and remembering a fairly long story. It measures also ability to construct a whole story from a part. In their investigation Dr. Gates and his associates found it one of the best tests for predicting reading progress. It has one defect—it is difficult to grade or score the child's completion of the story objectively. The teacher must use her own judgment. Furthermore, the teacher may have obtained such a good idea of each pupil's ability to deal with stories as a result of observing their work in the reading readiness program that she may not need to give this test. She can rate the children from best to poorest on the basis of her previous experiences with them.

2. WHEN TO GIVE THE TESTS

The tests are designed to serve two purposes: (1) to give the teacher evidence concerning the instructional needs of each pupil in the abilities measured and (2) to tell the teacher when a pupil is ready to take up the pre-primer reading program.

In connection with the first purpose, it should be realized that the test results will indicate the pupil's instructional needs during the pre-reading or reading readiness period. This makes it desirable to give the tests fairly early in the school term. For determining whether a pupil is ready to begin the pre-primer or actual book-reading program, it is desirable to give the tests at the completion of the reading readiness period. The best plan, therefore, is to give the tests twice.

The tests may be given first after two or more weeks of experience

in school. The results then obtained may be used to suggest how long a pre-reading program is likely to be desirable and the relative amount of emphasis to give each type of activity. They may be given again when the pupils have completed the pre-reading program. In this way, the gains due to the pre-reading work can be roughly measured and the child's readiness for the pre-primer stage determined.

Children with very low scores at this time may need a continuation of the reading readiness program; doubtful cases may be carried ahead into the pre-primer program on a tentative basis; and the others may be introduced to the pre-primer program with confidence. It should be realized that the activities provided in connection with pages 37-48 of *All Aboard* are essentially pre-primer activities and are therefore a test of ability to do pre-primer work. These lessons as well as the first lessons in the Pre-Primer are themselves diagnostic of particular difficulties and general ability.

For many children, particularly the slow or doubtful cases, few better ways of spending the time can be found than by giving the tests twice. If the teacher is faced with a very large class and other difficulties make it hard for her to test all the pupils twice, she may give the tests to all the children, starting at the beginning of the third or fourth week and, to the doubtful cases only, at the end of the pre-reading period. If necessary, she may give only a few of the tests the second time. In such a case, for the second testing she might give Test 2, Word Matching, and Test 4, Rhyming, and if more time is available, Test 1, Picture Directions, or those tests which measure abilities in which she is especially interested or which she knows are of special importance in her own type of teaching.

3. DIRECTIONS FOR GIVING THE TESTS

Routine directions

The following directions should be observed before and during the tests:

1. Noise should be at a minimum.
2. Lighting and ventilation should be good.

3. It is advisable to place a sign on the outside of the door requesting no one to enter during the testing.

4. Try to obtain a normal condition in the room. Do not give the children the impression that the "game" is unusual. It is important to avoid tension and excitement.

5. Space the children well to prevent copying, yet have them as near to the examiner as possible. (It is useless to tell them not to copy. Children at this age are so accustomed to copying the actions of others that they will try to see what their neighbors are doing.)

6. Provide each child with a soft lead pencil or a crayon.

7. When a child speaks during the test, do not scold him, but merely caution him that a rule of the "game" is not to speak.

8. Write each child's name on his test sheet before distributing the tests.

9. Don't give too many tests at one time. One or two a day is a good plan. If necessary, all can be given within one or two days, if rest periods and other activities are used to alternate with the tests.

General directions for Test 1

The teacher should provide experience for the pupils in drawing a circle around and putting an X on pictures of objects before this test is given.

It is advisable to give this test to a small group of from four to ten pupils. The teacher should distribute page i in the Pre-Primer Preparatory Book after writing each child's name at the top of each page. Before starting the "game," the teacher should make sure that each child is looking at page 1 and that he has a pencil.

It is very important to read the following instructions exactly as they are printed on the following pages. Glance over the work of each child after he has completed each of the first five exercises. Do not tell him whether the exercise is right or wrong, except when a child shows that he does not know what is meant by *Draw a line around* ——— or *Put an X on* ———. Explain these directions promptly.

Never repeat the directions unless some unusual distraction occurs, but be sure that all pupils are ready and attentive before you begin each one.

Directions for Test 1a—Farm Scene

Say, "Now we all have some pictures. We can see one (examiner points), two pictures. First, look at the one on top. That is the one with all the animals in it. See, I am pointing to the one with the animals in it. Put your finger on the one with the animals in it. (Examiner checks.) That's fine. We are going to play a game with this picture. We are going to play a game with the picture we just put our fingers on."

The above are general directions and may be repeated or varied. The following directions, however, must be given exactly as they are printed and must not be repeated.

1. Say, "This is a farm. See if you can find the farmhouse. Draw a circle around it." (Give ample time for all children to follow the direction. It is advisable to allow ample time for all items.)

2. Say, "There is a barn in the picture. Find the barn and make a big cross on it. Like this." (Draw a cross on the blackboard.)

3. Say, "There are three horses in the picture. One horse is very thirsty. He is drinking from a trough. Find this horse and draw a circle around him."

4. Say, "There is another horse in the picture. The farmer is leading this horse toward the barn. Find the farmer and the horse. Draw a line around the farmer and put a cross on the horse."

5. Say, "There are a dog and some chickens in the picture. Find them. Draw a circle around the dog and put a cross on every chicken. Be sure to put a cross on every one of the chickens."

6. Say, "Now, I want you to look for some cows and a calf. Make a circle around each of the cows and make a cross on the calf. If you see a horse near the cows, don't do anything to it. Just mark the cows and the calf as I told you."

7. Say, "Do you see a brook in the picture? Can you find the ducks in the brook? Draw a line around each duck. If you can find the bridge over the brook, put two crosses on it."

8. Say, "There are a hay wagon and a pile of hay in the picture. The wagon should go over to the pile of hay. Then the farmer could load the hay on the wagon and take it into the barn. Draw a line

from the hay wagon to the hay pile; then draw a line from the hay pile to the barn."

9. Say, "Can you find a group of fruit trees in the picture? If you can, put crosses on just three of the trees. Then draw circles around two more trees. Be sure not to put a circle and a cross on the same tree."

Directions for Test 1b—Town Picture

Give the pupils a few minutes of relaxation before beginning the second half of the test. Then direct their attention to the second picture—the picture with the train and cars in it—as follows:

"We are all through with the game in the top picture. We will now do some things to the bottom picture. See, the one I have my finger on. The one with all the automobiles and the train cars in it. Put your finger on the picture that you think I mean. (Examiner checks.) That's fine." (It is well for the examiner to encourage the children throughout the entire test.)

1. Say, "This picture shows a railroad station and some of the town. Can you find the station? Put a big cross on it."

2. Say, "Is there a railroad engine at the station? If you can find one, draw a circle around it."

3. Say, "Do you see a truck in the picture? If you do, put two crosses on it."

4. Say, "There is a passenger bus in the picture. If you find it, put two crosses on it. Be sure to put two crosses on the bus. Then we will not mistake it for the engine of the train."

5. Say, "Are there any automobiles parked near the station? Pick out two cars and put a cross on each of them; then choose one more and draw a line under it."

6. Say, "Can you find the fire engine? When you find it, draw a circle around it; then put a cross on the fire engine inside the circle."

7. Say, "There is a policeman in the picture. He has a Stop-and-Go sign. Put a cross on the Stop-and-Go sign, and then put two crosses on the policeman."

8. Say, "Perhaps you can find an automobile gas station in the

picture. If you can, draw a line from the gas pump to one of the nearby cars. Then draw another line to another car."

9. Say, "Do you see some stores in the picture? Pick out three that you would like to go into. Put a cross on one; make a ring on the front of a second; and put two crosses on the front of a third."

10. Say, "There is an airplane in the picture. The pilot of the airplane knows the engineer in the engine of the train. If he were near enough, he would wave 'Hello' to the engineer. Draw a line from the airplane to the engine. Then draw another line back from the engine to the airplane to show that the engineer would wave back."

Directions for Test 2—Word-Matching

Children should not take this test immediately after the first one. However, it may be given after several minutes of relaxation or after some other type of work.

Only a small group which the examiner can supervise readily should be given the test at one time.

The examiner should assist the children to place the page correctly before them. Then the examiner should copy the first box on the blackboard or show it on a large card and proceed as follows:

Say, "See all these boxes. (Point out the boxes on the page.) They have words in them, don't they? We are going to play a game with these boxes. I want you to look at the box way up here. Put your finger on the box you think I mean. (Examiner checks each paper.) That's fine. There are (pointing) one, two words on the top and one, two words on the bottom in each box. Two of the words look just alike. They are the same word. I have drawn the first box on the blackboard. Let us see if we can find the two words in this box that look just alike. Does this word look like this word?" (Point to each word in turn, finishing with the two which are alike. Then draw a line between the two words that look alike.)

Say, "You do the same thing that I did. Do it on your paper. Draw a line from this word to this word to show that they look just alike." (Examiner should check each paper to see that the child has followed the directions correctly.)

For each box in the first two columns, the examiner should say, "Can you find the box just under the one we have been working with?"

Put your finger on it. (Examiner checks.) That's fine. Draw a line between the two words that are alike."

For the third column of boxes, the examiner should say, "Can you find the box way up here at the top of the last row? That's fine. Now do the rest of the boxes in the same way. Start up here at the top; do the first one, then the one under it, and then the one under that until you have done them all." (The children should work down the page at their own speed.)

Directions for Test 3—Word-Card Perception Test

For this test the examiner will need a set of cards, each eleven inches wide and nine inches high. On each card is a "key" word. The key words should be drawn or painted in ink by the teacher. Make the letters as they are on the test sheet. *Don't draw them in script or manuscript.* They should be enlarged, hand-made imitations of the printed words. The "tall" letters should be two inches tall and the "short" letters one inch. For example, in *horse*, the *h* should be two inches high and the other letters one inch high. The letters should be approximately one inch wide with a space of about one-half inch between them.

Make a card for each of the following words:

- | | | | |
|-----------|-------------|-------------|--------------|
| 1. and | 7. from | 13. of | 18. chickens |
| 2. on | 8. big | 14. toy | 19. got |
| 3. she | 9. white | 15. bed | 20. horse |
| 4. than | 10. supper | 16. cut | 21. which |
| 5. pay | 11. biggest | 17. biggest | 22. farm |
| 6. animal | 12. if | | |

Place a number on the back of each card (but not on the front) to enable you to keep the cards in proper order. It is necessary, of course, to present, or "flash," the cards in proper order.

In the test each card is shown for 5 seconds. The teacher should practice exposing the cards until she can gauge the time quite accurately.

Give each child a test sheet with his name on it. See that it is properly placed on the desk. Test small groups of children at one time.

Say, "This is a new kind of 'game.' I want you to look at the box way up here (upper left-hand corner of page). Put your finger on the box you think I mean. (Examiner checks.) That's fine. There are (pointing) one, two, three, four words in the box. I am going to show you a card with one of these four words printed on it. You look at the word on the card, and then try to find the word in the first box. It will be one of the four words. When you have found the word, draw a circle around it. All ready? Here is the word." (Examiner shows word card *and* for 5 seconds. Remove word and wait until the majority of the children have circled some word. Check each paper to see that the correct word has been circled. Caution the pupils not to circle more than one word in each box.)

Say, "Can you find the box just under the first box? See, this one. (Examiner illustrates.) I am going to show you one of the four words. Everybody ready? Here is the word."

The examiner should present the remaining boxes of words in the first column and then those from top to bottom in the second column. In each case, the examiner should say, "The next box is here. (Examiner indicates.) I am going to show you one of the four (or three) words. All ready? Here is the word. (Examiner shows each word for 5 seconds.) Draw a circle around the word I showed you."

Directions for Test 4—Rhyming

The examiner should help the children find the page. It is advisable to let them relax a few minutes before taking up this test.

Say, "Here is another 'game.' Do you see the four pictures on top of the page? What is the first a picture of? (Examiner waits for a response.) Yes, it is a rat. (Or—if response is wrong—No, I think it is a rat.) What is the second a picture of? (Examiner should point to picture and wait for a response.) Yes, it is a cow. What is the third a picture of? (The examiner should point to the picture.) Yes, it is a dog. What is in the fourth picture? Yes, it is a pig. Now let's try it again. The first picture is a rat, the second a cow, the third a dog, and the fourth a pig. That's fine. I want you to make a cross on the one of the four pictures whose name sounds like *hat*. Does *cow* sound like *hat*? No. Does *dog* sound like *hat*? No. Does *pig* sound

like *hat*? No. Does *rat* sound like *hat*? *hat*, *rat*. Yes, they sound nearly the same. So you make a big cross on the rat, because *rat* sounds like *hat*. That's fine." (The examiner should check each paper to see that every child has understood the procedure.)

From this point on the examiner works down the page. In each case the examiner says, "The next row is here. (Examiner indicates.) What is in the first picture? Yes, it is a ——. What is in the second picture? Yes, it is a ——. What is in the third picture? Yes, it is a ——. What is in the fourth picture? Yes, it is a ——."

"I am going to say a word and I want you to put a big cross on one of the four pictures whose name sounds most like the word. The word is ——. Be sure to put a cross on just one picture—the picture whose name sounds like ——."

Following is a list of the words for each picture and the key word for each series.

WORDS ILLUSTRATED	KEY WORD
2. box, pin, coat, fan	<i>thin</i>
3. shoe, girl, gun, ball	<i>tall</i>
4. fan, top, ring, pen	<i>sing</i>
5. saw, sun, kettle, pan	<i>parv</i>
6. pear, grapes, peach, house	<i>beach</i>
7. fruit, face, leaf, light	<i>fight</i>

Directions for Test 5—Blending

The examiner should distribute the tests, making sure that each child's name is on the test sheet and that the pages are correctly placed on the desks.

Say, "This 'game' is somewhat like the one we just played. Again we have four pictures at the top; dog (examiner points), cat, horse, and boy. Now I am going to say the word *see*. I am going to say it slowly. You listen carefully. *S-ee*. (With all these key words the examiner spends a little less than a second on each sound.) I said *s-ee*. If I had said it faster, it would have sounded like *see*. Now I am going to say another word in the same way that I said *s-ee*. I want to see if you can guess what the word would be if I said it faster. The

word is *c-a-t*, *c-a-t*. Now the word *c-a-t* is the name of one of the four pictures. Does *c-a-t* sound like *dog*? No. (Examiner points to the picture of the dog.) Does *c-a-t* sound like *boy*? No. Does *c-a-t* sound like *horse*? No. Does *c-a-t* sound like *cat*? Yes. So you put a cross on the picture of the cat to show that *c-a-t* sounded like *cat*."

From this point on the examiner works down the page. In each case the examiner says, "The next row is here. (Examiner indicates. The examiner and the children name each one of the pictures.) The word is ——. (2, he-n; 3, ma-n; 4, b-e-d; 5, st-o-re; 6, w-a-gon; 7, d-oo-r.) Be sure you put a cross on just one picture—the picture that sounds like ——."

Following is a list of the names to give each picture and the "key word" to sound for each row of pictures.

OBJECTS PICTURED	KEY WORDS
2. man, pen, hen, flower	he-n
3. monkey, can, pan, man	ma-n
4. girl, bed, sled, bottle	b-e-d
5. store, stick, door, floor	st-o-re
6. watch, wrench, water, wagon	w-a-gon
7. drum, dog, door, dress	d-oo-r

In the key words, the dash indicates a pause or silent spot in the sounding. For example, in *he-n*, the examiner sounds *he-* (being sure to give it the sound it has in the word *hen*), then stops the sound for a very short pause, and then sounds *n*. In other words, the examiner says *hen* with a short pause—about a half second—between the *he* and the *n* sounds. The examiner should practice until she can say the several sounds and the pauses between them at a rate of about one second for each sound in the word—that is, 2 seconds for *he-n*, and 3 for *b-e-d*, etc.

Directions for Tests 6a and 6b (Optional)

This test consists of two parts: (6a) reading the capital letters, and (6b) reading the small or lower case letters. The letters of the alphabet printed on page 36 of this Manual are placed before the child. Instruction should be as follows:

"Here are some letters. These letters are the same as those you have seen in books, on blackboards, and in other places. I want you to tell me what these letters are. Now look at this one. (Examiner points to the first letter.) Can you tell me what it is?"

If the child gives the correct letter, say, "That is right. That is —. Now tell me what this letter is." (The examiner points to the second.) If he fails on the first or second letter, tell the child what the letter is, but do not give him credit for naming the letter correctly.

After carrying out these instructions with the first two letters, tell the child to go ahead across the page. If he has any difficulty keeping the place, point the letters out to him one at a time but do not tell him the correct letter when he is wrong. It is all right to say "right" or "fine" when he is right.

Proceed in exactly the same way for the small or lower case letters. Do not let a pupil delay for more than five seconds on one letter. If he is loath to respond, encourage him to guess by saying, "Tell me what you think it is," or "Guess what it is."

The score is the number of letters correctly named in each list. The highest possible score, of course, would be twenty-six correct for the capital letters and twenty-six for the lower case letters. Do not give credit when the child gives an incorrect response on the first trial but corrects himself and gives it right on the second trial. The reason for this is that in the norms, which are presented on pages 32-35, no credit was given for success on the second trial. It is advisable to note what letters a child fails to recognize, since these data may be useful in later teaching.

Directions for Test 7—Sounding Letters (Optional)

For this test the teacher shows the pupil the list of 26 small letters printed on page 36 of the Manual. This is a test on which only a few first grade children can make any score. It must be given cheerfully so that the pupil will not be discouraged by his failure. *Pupils who did not name ten or more of the letters on Test 6b should not be given the test at all.* This test may be given or repeated later—at mid-year or later—to measure the growth of ability to sound the letters.

To introduce this test, the examiner should say, "Do you see this

letter? (Show the pupil the letter *s* on a sheet of paper or a small card.) Do you know what this letter is? Yes, it is *s*. (If the child does not know what the letter is, tell him it is *s*.) Now can you tell me what kind of sound this letter *s* makes? It makes this kind of sound—*s-s-s*. (Make the hissing sound of *s*.) The letter is called *s*, but when you say it in a word, it makes this sound—*s-s-s*.

“Now I want to see if you can tell me the sounds that some of the other letters make. (Point to the first letter in the series.) What sound does this letter make?” (If the child does not know, tell him the sounds of the first and the second letters. Then point to each of the remaining letters in turn, asking him to give the sound.)

If the child gives any recognizable sound equivalent to the letter, it is to be counted correct. Thus, either the hard or soft sounding of *c* and *g* is counted correct, as is any one of the several sounds for the vowels. The score for the test is the total number correct.

Directions for Test 8—Completion of a Story (Optional)

In the investigations by Dr. Gates and his associates of the reading readiness tests, it was found that one of the best predictions of ability to learn to read was provided by a test which consisted in telling or reading to the pupil a part (approximately half) of a typical primer story, and then stopping and asking the child to tell what he thinks happened. In the experimental study by Dr. Gates and his associates, substantially the first half of “The Story of the Little Black Rooster,” which appears in *Jim and Judy*, was used. Since this story will be read by the teacher’s class, it is not advisable to use it for test purposes. The teacher may glance over this story to get a notion of its length and complexity, and then use a story of similar character.

She should read this to the pupil and, stopping at a favorable point near the middle, may say, “Now what do you think happened next? You tell me what —— and —— did next. You go ahead now and tell me the rest of this story.”

It is quite all right to give the pupil one or two leads or suggestions or to ask him a question or two about the particular characters or possible later events, as long as this is done in exactly the same way for all the children. After the pupil has begun to talk, the teacher

must write down exactly what he says. She should not give any suggestions in the midst of his account which she cannot give in exactly the same way to the other children, because this would give some pupils an advantage over others.

The disadvantage of this test is that it is impossible to score objective and definite results or to obtain scores which can be converted into standard scores. The test, however, can be given a *relative* value if the teacher will list her pupils in order from the one who gives the best completion of the story to the one who gives the poorest.

In rating the pupil's completion of a story, it is very important to base the rating on the general merit of the pupil's story as a whole. The important question in rating is, how reasonable, how well unified, how effective a completion of the story is it? How well does it go, with what was read to him, to make up a good total story structure or plot? The studies by Dr. Gates show that merely to count the number of words the pupil gives or even the number of ideas is of no importance. It is the story structure, the general quality of the ideas when combined with the preceding part read to the pupil, which indicates the basis for learning to read. The test value resides in the fact that a child who has great interest and ability in following and understanding a story also has ability to complete one, and this ability is very useful in the early stages of reading.

The teacher will note that great emphasis is placed on these story-understanding abilities in the reading readiness program of *The New Work-Play Books*. The teacher will have much opportunity to observe the children's story-understanding abilities during this period. She may rate her pupils on all her observations instead of on this test.

Intelligence tests

Studies have shown that the Mental Age obtained from a good intelligence test is also valuable in predicting ability to learn to read. The Mental Age, however, is usually not as good as most of the single tests included in *The New Work-Play Standardized Reading Readiness Tests* for predicting reading ability. Studies by Dr. Gates and others indicate that Mental Age should be given about the same weight as any one of the other tests, but rarely much more, and it is

impossible usually to tell in advance when it should be given more weight. It is recommended, therefore, that when an intelligence test has been given, the Mental Age be considered along with the results of the reading readiness tests.

It is very important that the Mental Age be used and not the Intelligence Quotient. The Mental Age indicates a person's intellectual maturity, and it is the intellectual maturity that is of importance in predicting reading ability.

4. SCORING THE TEST PAPERS

Test 1—Picture-Directions Test

To score this test, first prepare a "key" by making the proper marks on the pictures in accordance with the directions. Then compare each pupil's paper with the key.

The following lists give the number of points of credit to give for each proper mark. These items are listed in the order in which the pupil takes the test. A good way to score the paper is to keep the following list in sight and check off the marks in the order given.

The points scored may be written at the side of the test sheet, and the points may be totaled at the bottom of the page. The highest possible score is 45 points.

Test 1a—Farm Picture	Points
Circle around the farmhouse.....	1
Cross on the barn.....	1
Circle around the horse and the trough.....	1
Line around the farmer.....	1
Cross on the horse.....	1
Circle around the dog.....	1
Cross on every chicken.....	4
Cross on the calf.....	1
Circle around each cow.....	3
Circle around each duck.....	3
Two crosses on the bridge.....	1
Line from the hay wagon to the hay.....	1
Line from the hay to the barn.....	1

Fruit trees (Cross on 3, circle around 2, 1 not marked).....	6
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Test 1b—Town Picture

Cross on the railroad station.....	1
Circle around the engine.....	1
Truck—2 crosses.....	1
Two crosses on the passenger bus.....	1
Crosses on two cars.....	2
Line under one car.....	1
Circle around the fire engine and cross inside the circle and on the engine.....	3
Cross on the Stop-and-Go sign.....	1
Two crosses on the policeman.....	1
Lines from the gas pump to two cars.....	2
Cross on one store.....	1
Circle on another store.....	1
Two crosses on front of store.....	1
Line from the airplane to the engine.....	1
Line from the engine to the airplane.....	1
Total.....	45

Test 2—Word-Matching Test

Two different methods of scoring this paper may be used. One consists in making a key page, comparing the pupil's page with this, and putting a red check or cross on any exercise that is wrong. The second method is to make a key on a sheet of tissue paper by placing the tissue paper over the test page and marking in the lines between the two identical words. When this paper is properly placed over the pupil's, one can see at a glance how many lines fail to coincide. This will be the number of exercises which are wrong. This figure can be subtracted from the total number of exercises on the page, and the final score or number right can be written at the bottom of the pupil's paper. The pupil's score for this test is the total number of correct responses.

Tests 3, 4, and 5—Word-Card Perception, Rhyming, and Blending

The score for each of these tests is the total number of correct responses. One point is given for each correct response. The sheets can be scored by either of the methods suggested for Test 2.

Tests 6a and 6b—Reading Capital Letters and Reading Small Letters

As the teacher gives this optional test, she can record the letters which the pupil names correctly. The score for each of these tests is the total number of letters named correctly. No credit is given for such a response as "That letter (pointing to *m*) is in front of *many*." No credit is given for a correct response on the second trial.

Test 7—Sounding Letters

This test is scored just as Tests 6a and 6b are.

5. INTERPRETING THE RESULTS**Meaning of percentile scores**

To help the teacher compare her pupils with a typical group, tables of percentile scores based upon the achievement of the pupils in the Connecticut schools are given on pages 32-35.

To use these tables it is first necessary to score the test according to the directions given above and determine for each pupil the "raw score." The teacher then looks up in the table the raw score in which she is interested. Opposite the raw score she will find the "percentile score." The percentile scores are used so that a teacher may compare the ability of a child in one test with his ability in another. Thus, percentile scores of different tests can be directly compared.

The highest score obtained in the Connecticut group is given a percentile score of 100. This means that the raw score opposite a percentile score of 100 is the highest score that any child in the city received. At the other extreme, the lowest score is called a percentile of 0. The percentile score of zero does not mean necessarily that the child knew nothing whatever about what was tested. It simply means that this was the lowest score that any child in this system got.

The percentile score 50 is exactly the midpoint between the percentile score 100 and the percentile score 0. The percentile score of 50 is the middle or median score obtained in this city. Roughly half the children received a higher score, and half received a lower score than this. The percentile score of 25 is halfway between the middle and the lowest scores. About one fourth of the children received this score or lower, and about three fourths received this score or higher. The percentile score of 75 is one which is exceeded by roughly 25% of the pupils and which is above the score obtained by approximately 75%.

Thus, obtaining the percentile score of a particular child, the teacher can tell approximately his position in the ability tested in the population of the "standard group"—the beginning pupils in a city in Connecticut. As an illustration the teacher may consider the case of Mabel and John, whose scores are shown in the table.

TEST	MABEL		JOHN	
	Raw Score	Percentile Score	Raw Score	Percentile Score
1. Picture-Directions.....	34	65	38	80
2. Word-Matching.....	14	80	10	45
3. Word-Card Perception...	11	58	11	58
4. Rhyming.....	4	60	2	25
5. Blending.....	3	35	2	20
6a. Reading Capital Letters..	22	91	2	40
6b. Reading Small Letters....	15	84	0	0
7. Sounding Letters.....	3	73	not given*	

* This test was not given. Since he got a zero score on 6b, it is certain he would get a zero score on this test. The score is entered for purpose of comparison. In most classes it will be advisable not to include Test 7 in the series averaged to get a composite score. Do not include Test 7 in the composite score unless at least half the pupils get a raw score of 1 or more on this test; do not include the scores of Test 7 in the composite scores of particular, selected pupils. It must be for *all* or for *none*. Otherwise the comparison of composite scores would be unfair because they would not be based on the same tests.

Mabel's percentile scores are above the median or middle pupil in the standard group—that is, she exceeds a percentile score of 50 in every test except the Blending Test, in which she scores 35. John's is above the median in Picture-Directions and Word-Card Perception Tests, practically as good as the median in Word-Matching, but low in all the others except Reading Capital Letters, in which test reading only 2 gives him a percentile score of 40.

The most important facts are the scores on the several individual tests. Mabel is relatively "good" in all the phases of readiness. While below the "norm" or median in blending, she has made a start and with a little more experience she should gain rapidly. She is really very well fitted to start with the regular reading program of this series.

John has done well in the most important abilities—those measured by the Picture-Directions, Word-Matching, and Word-Card Tests. He does not know his letters at all well, but this will be no serious handicap because no considerable dependence is placed on them in the early stages of reading, and the Preparatory Book provides an effective way of learning them and the letter sounds as they are needed. Nevertheless, the teacher will need to help John more than Mabel in learning them. John isn't as good as Mabel in the Rhyming and Blending Tests, but the program is one which he can handle without difficulty and in which he will learn these skills. He should be encouraged to do some of the reading readiness activities outlined in the Daily Lesson Plans. Mabel would doubtless enjoy this work, too, but it is not essential for her. In general, John should be able to go ahead with this program at a good pace even though his scores indicate that he has more to learn in order to read well than Mabel has.

Using composite scores to predict reading success

For pupils using the materials of *The New Work-Play Books*, the most important tests are Tests 1, 2, and 3—Picture-Directions, Word-Matching, and Word-Card Perception. All are about equally important. The next two (Rhyming and Blending) are less important *for prediction of success in learning to read*, largely because

the program develops these abilities so carefully and gradually that the pupils less advanced in them are not handicapped at the beginning. The same is true of the Optional Tests, 6a, 6b, and 7. The Story Completion Test (Test 8) is relatively important but difficult to include in a composite score.

It is recommended that, where a composite or total score including optional tests is desired for classification purposes, the following method be used: 1. obtain the *percentile* score of tests 4, 5, 6a, 6b, and 7; 2. find the average percentile score for these tests (or for as many as are given); 3. add the average percentile score to the percentiles of Tests 1, 2, and 3 and divide by four to obtain the total composite score. Thus, in Mabel's case, 69 (the average of the percentile scores for Tests 4 to 7) is added to 65 (for Test 1), 80 (for Test 2), and 58 (for Test 3) which gives $272 \div 4$ equals 68. For John we have $17 + 45 + 80 + 58$ or 200. This total divided by 4 equals 50. Mabel's "composite" score on the whole test is 68 percentile; John's is 50.

What these and other scores predict concerning the likelihood of success in a regular reading program will vary with the program. The following comments apply only to pupils following essentially the program outlined in the Manuals which accompany *The New Work-Play Books*. Naturally, the higher a pupil's composite score, the better he is likely to do.

Percentile scores of 80-100

These pupils are equipped in a very superior fashion for reading. They should learn very easily with minimum work. They should, within the year, be able to read many books including some of second- and third-grade levels.

Some pupils of this level can bring to the classroom many reports on advanced materials dealing with the topics followed in class. Some will enjoy and profit by experiences in helping slower learners, making up individual and class booklets, work-type materials, etc.

Percentile scores of 60-79

These pupils are very well equipped for reading. They should

learn readily with near-minimum amount of work. They should be able to read many additional books, some of which may be one or even two grades higher than the basal books.

Such pupils will enjoy assisting in the development of class dictionaries, story and picture books, practice materials, etc., and in helping some of the slower learners.

Percentile scores of 40-59

This group is equal to the average pupils in the "standard group." With typical reading programs they usually learn reasonably well and they should find the materials of *The New Work-Play Books* quite easy. The materials provided in this program should be abundant for them and they should be able to read additional books at or slightly above the level at which they are working during the second term. They will profit particularly by reading additional books (such as the Unit Readers) composed largely of words which they have already studied.

Percentile scores of 25-39

In a typical reading program this group would include those who will learn to read, but not without considerable effort and a relatively large amount of practice on the basal materials. In a typical program any of these pupils who are not in good health, who are absent from school considerably, or who get started incorrectly in certain types of skills are likely to be found among the retarded readers. However; in classes provided with *The New Work-Play Books*, these pupils should be able to learn successfully and with a great deal of enjoyment. The teacher must expect to supervise and guide these pupils somewhat more than those of the preceding groups, and she must give particular attention to material that has been missed because of a pupil's absence. It is especially important to follow the work of these pupils carefully during the first few months to make certain that they understand the first steps in reading and master the basal vocabulary. These pupils will usually need to carry on much pre-reading activities along with actual reading.

Percentile scores of 13-24

In typical programs pupils within this range have considerable difficulty in learning to read, and many of them flounder badly during the first half-year. Many teachers properly consider it inadvisable to introduce formal instruction or attempt to teach these children to read continuously from primer materials or even difficult pre-primer materials until the second term or later.

However, if the teacher has all the materials of *The New Work-Play Books*, including the Preparatory Books to accompany the Pre-Primer and later Readers, she can expect to give these pupils a profitable and enjoyable program during the first term. This is due to the fact that the vocabulary burden is so light, the review so abundant, the correlated activities so enjoyable that the pupils can engage in projects as satisfying as any that could be arranged for them and gradually learn to read without difficulty. It may be expected that such pupils will encounter more difficulties and will need more guidance and considerably more review than pupils having higher scores. In a large system it will usually be advantageous to group together as many pupils in or near this area as possible, thus making it feasible for the group to proceed somewhat more slowly than the faster learners without interfering with the progress of the latter. The Preparatory Books, although optional, will be of great assistance to the pupils of this reading readiness level. In many cases children in this range should receive a relatively long and thorough pre-reading program and a greatly enriched pre-primer program.

Percentile scores below 13

In this group will be found very immature children who should approach the reading from books—even pre-primer—very slowly. In such a group will be found certain children who are backward mainly because of lack of advantages and who will progress very rapidly once an opportunity is given them. In this group will also be found pupils of low intellectual level who are unlikely to learn rapidly. Indeed, it is advisable, whenever possible, to obtain a Stanford-Binet Intelligence Quotient on all children with a reading

readiness score below 25. Those with relatively low intelligence quotients in this group, even if their reading readiness score is between 13 and 25, should probably be considered as no more promising than those with lower reading readiness scores but whose intelligence quotients are higher.

For these the reading readiness program should probably be continued for several months. A very effective method is to introduce gradually such activities as those outlined to accompany *All Aboard* and *Beginning Days*. The teacher should observe the pupils' ability in this work, particularly in the type presented in the latter part of each book. If they have difficulties, it is advisable to provide more work of this type before proceeding.

Those who do very well can be carried forward cautiously into the early stages of the pre-primer, *Off We Go*. It is important that the teacher continue to provide additional activities of the type represented in each stage of this work and that she not hurry from one stage to a higher one. When the types of activities represented at one stage can be handled with a reasonable thoroughness and accuracy, it is proper to move ahead. In this way, steady progress can be made without incurring the danger of confusing or discouraging the pupil on the one hand or delaying unprofitably at too immature a stage on the other. The Reading Readiness Tests may be given to these pupils two or three times at intervals of a month or more to enable the teacher to see what progress has been made.

By grouping children as suggested in later pages of this Manual a degree of flexibility is provided which enables the teacher to carry forward any group as rapidly as is desirable. She should not assume that it is necessary to reach any particular point in the first year's program at the end of the year. The most important thing is that the slower learners always be successful and enjoy their work, at the same time mastering thoroughly the initial and basal techniques and vocabulary.

6. USING THE TEST SCORES AS A GUIDE IN INSTRUCTION

As previously stated, each of the Reading Readiness Tests measures a certain type of preliminary reading ability. What abilities

are measured by each test will be fairly obvious from examination of the test and observation of children as they take the test. In general, the poorer a pupil does in any one test, the greater his need for work of that type. Materials and methods for improving each of these types of abilities are outlined in this Manual, and many additional suggestions are given in the Daily Lesson Plans for the Pre-Primers. A few comments may serve as a general guide to the teacher.

Picture-Directions Test

The abilities measured by this test are of great importance in the early stages of reading. It should be noted that experiences in interpreting pictures, in listening to what the teacher says, in following directions, and in doing other things measured by this test form an important part of the reading readiness program. Most of the activities in the work provided in connection with *All Aboard*, *Beginning Days*, and *Off We Go* involve interpretation of pictures and listening attentively to instructions and directions from the teacher. It is obvious that the work-type activities which comprise the last section of *Off We Go* and the Preparatory Books accompanying this Pre-Primer and the Primer are of the same character.

Thus, *The New Work-Play Books* make abundant provision for developing these important abilities. It is obvious that the development of these abilities need not be completed before the end of the reading readiness stage. During this stage the teacher should provide the pupils with opportunities to improve.

The pupils need not have achieved an extremely high level before taking up the Pre-Primer. Although those slower in the beginning are likely to be behind the others at the pre-primer stage, the teacher may proceed with the pre-primer work tentatively and experimentally. Unless the pupil is very retarded and slow in picking up the necessary skills, she may continue with the first Pre-Primer. Difficulty great enough to interfere seriously with further work will usually be apparent.

The pupils who reveal such difficulty at the pre-primer stage should not be pushed ahead.

Word perception

Word perception is improved by reading any kind of printed material. In the reading readiness program are suggested a variety of materials to be printed on the blackboard, bulletin board, charts, and the like, in which children gradually learn to see words clearly and to approach the stage of recognizing them. By looking at words under the teacher's direction, pupils will gradually learn to observe them in the correct left-to-right direction and to observe them in such a way as to be able to recognize them later. The pre-reading books *All Aboard* and *Beginning Days* provide graded experience in developing these skills. The work in word perception is carried forward very carefully through the Pre-Primer and later materials. The best way to determine how rapidly to go forward with this phase of reading is to note carefully the pupil's success and failures at each stage. When the teacher discovers that her pupils are becoming confused, making too many errors, or showing signs of irritation, she may assume that she is moving forward too rapidly.

In that case she should move ahead more slowly and provide a wider range and variety of activities.

Rhyming and blending

As noted above, *The New Work-Play Books* induce the children first to recognize words as total configurations, somewhat in the same way that they distinguish the faces of their friends. Gradually the program provides for refining and sharpening the perception of words and leading children to note the more significant details, beginning with the initial parts of the words and later leading to other parts. During the work of the first year, progress is steadily made in discriminating word sounds, identifying letters, getting a sense of their sound, and detecting the appearance and the sounds of the most common phonograms or letter combinations. A high degree of ability to give words that rhyme or give words that begin with the same initial sounds is not necessary for success in the first year's work. Ability to blend the sounds such as that measured by the Blending Test is also not a necessary prerequisite for success

with the program. What is recommended is that the teacher carefully interest the pupils in the sounds of words and word parts, and see that pupils make steady progress during the year by employing a number of interesting games and activities, and later through the various exercises in word analysis provided in the Preparatory Book and described in the Daily Lesson Plans. As a rule, pupils who have the lowest scores on the tests of rhyming and blending will need the most help and encouragement, but their progress in other phases of reading need not be held up because of their initial weakness in these skills.

Learning the letters and the letter sounds

Essentially, what was said about rhyming and blending may be repeated for the letters. It is not necessary for the pupils to know the alphabet or to be able to read the letters, much less to sound them, in order to go ahead successfully with the work in the Pre-Primer and the Primer. It is no small task to learn to read both the small and capital letters. Children can learn to recognize many words much more easily than they can learn to recognize some of the letters. It is not necessary to know the letters to be able to learn to recognize enough words to read well. The Preparatory Book and the Manual provide a carefully graded program for developing letter recognition *functionally*. Pupils profit little, if at all, as far as reading is concerned, by being forced into strenuous drills to learn the isolated letters.¹

In *The New Work-Play Books* the pupils learn the letter sounds partly as a result of various games and activities with rhymes and other word sounds and partly as a result of the exercises provided in the Preparatory Books or alternative preparatory activities. This skill comes slowly and gradually and should not be pushed too hard. It is better for the pupils to learn the letter sounds functionally as provided for in *The New Work-Play Books* than to resort to rigid, isolated drills on the letter sounds as such.

¹ Evidence for this statement is given in: Frank T. Wilson and others, "Reading Progress in Kindergarten and Primary Grades," the *Elementary School Journal*, February, 1938.

The teacher should realize that most of her pupils will get zero scores on Reading Readiness Test 7 for letter sounds, but she should not be concerned about it, except to note which pupils are most advanced and which ones least advanced in this skill.

Completing a story

The abilities measured by this test have been previously described. They are important in the first year's work. It should be noted that the reading readiness program of *The New Work-Play Books* contains many activities which will improve these abilities. Very retarded pupils will need further story-hearing and story-telling experiences of these and related types. It should be observed, however, that the work with all the selections in the Pre-Primers and Readers cultivates interest and ability in dealing with stories. Once a pupil has developed an interest in stories and has learned to understand and remember them fairly well, he will profit greatly by reading as well as hearing them. Consequently, reading in *Off We Go* may be undertaken experimentally before a high stage of insight into story structure is achieved.

7. FORMING GROUPS WITHIN A FIRST-GRADE CLASS

Most teachers will find, after giving the Reading Readiness Tests, a considerable range of ability in their classes. The teacher may properly raise the question whether to try to conduct her instruction for the class as a whole or to make the work entirely individual. *The New Work-Play Books* are of such a character that an intermediate stage is the most feasible one in grades 1, 2, and 3. Many of the activities may be carried on by the teacher with the class as a whole, and others are best conducted with small groups formed within the class. Because of the great variations among classes in size, in general competence, previous experience, classroom equipment, the foreign language element among the pupils, and so on, it is inadvisable to recommend any one fixed scheme of subdividing the class. This is a matter with which individual teachers should experiment to meet their own needs.

The teacher can usually break up a typical class of 34 to 44 into

from 5 to 7 groups of pupils whose interests and abilities are similar. These groups may be made to correspond to each of the percentile score levels discussed earlier. It is not necessary, however, that these groups be the same for all types of activities in the reading program. For example, during a certain period the teacher may form one group of those poorest in rhyming and blending, a second group rather poor but somewhat better than the first, a third group of pupils who need experience in telling stories and relating experiences, a fourth who especially need work in handling picture books, a fifth of those who need help in using crayons, scissors, chalk, and so on. New groupings may be made to correspond to such needs as dealing with letters and letter sounds, reviewing the words previously presented, comparing word forms, and the like.

The pupil-directive character of *The New Work-Play Books* will enable the teacher to keep many of these groups working by themselves while she passes from one to another to give them the most needed help. For example, while the teacher is working with the children of lowest reading readiness, the others can be occupied with Preparatory Book activities, in making booklets, a dictionary, or in reading supplementary materials. While working with one group, her instruction at times may be addressed to that group as a whole, and at other times she may give special help to a particular individual.

In many schools it has been found profitable to have some of the abler readers serve as leaders in helping individual pupils or a slower group. Some of the abler readers greatly enjoy this type of leadership and profit richly by it. However, great care must be exercised so that a superior child will not become too dictatorial and slower learners will not develop a feeling of inferiority. The skillful teacher will seize opportunities of giving some of those who are being tutored in the slower reading groups a chance to help the more rapid readers in some other line of activity.

For further reading on testing abilities, diagnosing difficulties, and forming sub-groups within classes, the teacher may refer to *The Teaching of Reading: A Second Report*, *The Thirty-Sixth Yearbook of the National Society for the Study of Education*, Part I, Chapters 11

and 12 (Public School Publishing Company, Bloomington, Illinois, 1937); and A. I. Gates, *The Improvement of Reading* (Revised), Macmillan, 1935.

8. NORMS FOR THE NEW WORK-PLAY STANDARDIZED READING READINESS TESTS

The meaning of these scores is discussed on pages 20-22. See pages 18-20 for directions for determining the raw scores and pages 23-26 for suggestions for using the percentile scores in the classroom.

TEST 1. FARM AND TOWN PICTURES		TEST 1. (Continued)	
Raw Scores	Percentile Scores	Raw Scores	Percentile Scores
45	100	27	30
44	99	26	27
43	98	25	24
42	96	24	20
41	92	23	18
40	88	22	14
39	84	21	13
38	80	20	12
37	78	19	11
36	73	18	10
35	70	17	9
34	65	16	8
33	60	15	7
32	53	14	4
31	46	13	3
30	42	9-12	2
29	37	1-8	1
28	33	0	0

TEST 2. WORD-
MATCHING

Raw Scores	Percentile Scores
18	100
17	99
16	95
15	88
14	80
13	70
12	60
11	50
10	45

TEST 2.
(Continued)

Raw Scores	Percentile Scores
9	37
8	30
7	20
6	15
5	10
4	6
3	4
2	2
1	0

TEST 3. WORD-
CARD PERCEPTION

Raw Scores	Percentile Scores
22	100
21	100
20	100
19	100
18	99
17	95
16	90
15	85
14	80
13	70
12	65
11	58

TEST 3.
(Continued)

Raw Scores	Percentile Scores
10	50
9	45
8	40
7	35
6	30
5	25
4	20
3	15
2	10
1	5
0	0

TEST 4. RHYMING

Raw Scores	Percentile Scores
------------	-------------------

7	100
6	95
5	80
4	60
3	40
2	25
1	10
0	0

TEST 5. BLENDING

Raw Scores	Percentile Scores
------------	-------------------

7	100
6	95
5	80
4	60
3	35
2	20
1	10
0	0

TEST 6A. READING CAPITAL
LETTERS*

Raw Scores	Percentile Scores
------------	-------------------

26	100
25	98
24	94
23	92
22	91
21	87
20	84
19	83
18	82
17	81
16	80
15	78
13	76

TEST 6A.
(Continued)

Raw Scores	Percentile Scores
------------	-------------------

12	75
11	73
10	72
9	70
8	68
7	64
6	61
5	56
4	50
3	45
2	40
1	32
0	0

* 31% get zero scores.

TEST 6B. READING LOWER CASE LETTERS†		TEST 7. SOUNDING LETTERS‡	
Raw Scores	Percentile Scores	Raw Score	Percentile Score
24	100	20	100
23	98	18	98
22	95	15	95
21	94	14	93
20	93	10	92
19	90	9	90
18	88	8	88
17	86	7	85
16	85	6	83
15	84	5	81
13	82	4	77
12	81	3	73
11	80	2	68
10	78	1	60
9	75	0	0
8	73		
7	71		
6	68		
5	64		
4	61		
3	58		
2	54		
1	43		
0	0		

† 42% get zero scores.

‡ 59% get zero scores.

9. MATERIALS FOR TEST 6 AND TEST 7

TEST 6A

A	E	I	O	U	Y	W	R	B	K	D	M	T
F	X	V	C	G	H	J	N	Z	S	Q	L	P

TEST 6B

e	o	a	u	i	y	w	r	b	k	d	m	t
f	x	v	c	g	h	j	n	z	s	q	l	p

TEST 7

u	o	y	i	e	a	s	t	c	p	x	f	d
b	z	r	m	l	q	j	k	w	g	h	n	v

10. INFORMAL TESTS FOR CLASSES NOT PROVIDED WITH THE NEW
WORK-PLAY STANDARDIZED READING READINESS TESTS**Test 1—Picture-Directions**

Using a stylus, the teacher may trace a picture similar to one or both of those employed in this standardized test and mimeograph a copy for each child or produce such pictures with a hectograph outfit. She may then prepare and give directions similar to those used for *The New Work-Play Standardized Reading Readiness Tests*. Another method is to find or draw a larger picture to display on the blackboard and have the pupil make the responses with a pointer (without marking the picture). The teacher records the score as she goes along.

Tests 2 and 3—Word Recognition and Word-Card Matching

Mimeograph, hectograph, or type copies of material similar to that in Test 2 and Test 3 and use similar directions, or use a desk copy of Test 2 and Test 3 and have the pupils take the tests one at a time. They merely point to the identical words.

Test 4—Rhyming

Use series of words like those in Test 4 and either mimeograph or hectograph copies of the pictures for the children or, using the desk

copy of the test, have them point to the correct picture. Another method is to discard the picture and repeat the words. The child is to tell when the rhyming word is given by the teacher. If desired, a longer series may be used.

Test 5—Blending

Following suggestions for Test 4, this test can be conducted orally quite readily without pictures. If desired, only the word sounds may be given. For example:

What word does *he-n* make?

What word does *b-e-d* make? etc.

Tests 6a, 6b, 7, and 8—Letter Reading, Letter Sounding, and Story Completion

These tests can be given as directed on pages 14–17, since they do not use material in the Preparatory Book.

All the above tests may be scored in the same general manner as outlined for *The New Work-Play Standardized Reading Readiness Tests*. Scoring keys must fit the material if they differ from those in *The New Work-Play Standardized Reading Readiness Tests*.

The norms given on pages 32–35 cannot be used for the tests that the teacher may have substituted for Tests 1, 2, 3, 4, 5 in the Preparatory Books. They may be used for Tests 6a, 6b, and 7.

In place of norms, the teacher may use a class rank scale. For example, if there are thirty-five children in the class, give (in each test) the child with the highest score a rank score of 35, the next 34, and so on down to the lowest score of 1. Then find the average rank, as in these examples.

	Rank Score in Test					Average Rank
	1	2	3	4	5	Score
Mary B.	35	25	22	32	30	29
John H.	20	15	25	20	10	18
Henry C.	1	6	4	7	2	4

Mary's average rank score of 29 is near the top of the class. John's score of 18 is about the middle of the group. Mary is better

than John in every test except Test 3. Henry is very low, with an average rank score of 4. Not in a single test does he do relatively well.

These scores have meaning in a comparative sense. They reveal which children have achieved highest, high, average, below average, low, and very low reading readiness in the group. It is, of course, possible that the lowest ten pupils are really much poorer or much better than those in typical classes or in other classes in the same school. Since there are no norms to use in reaching a decision on this possibility, the teacher must use her judgment based on the children's actual performance in the tests, in the pre-reading program, and elsewhere. Used with such cautions as have been suggested, the teacher will find such informal test results very useful.

CHAPTER II

THE UNDERLYING PRINCIPLES OF THE PRE-PRIMER PERIOD

Theories of method

The theories of method underlying *The New Work-Play Books*, as explained in the General Manual, are based upon the following requirements:

1. Reading must be a happy experience.
2. Reading must be a broadening experience.
3. Reading must be an enriching experience.
4. Reading must stimulate growth in experience both in itself and in other activities and must so guide experience as to make it definitely educative.
5. Reading skills and abilities must be developed in proper order and relation to each other so that the child will acquire the abilities needed in each stage for growth without confusion or conflict.

These requirements have been carefully complied with in the construction of all materials of *The New Work-Play Books*. The specific suggestions to the teacher for the treatment of each lesson are built upon these requirements.

Materials of the Pre-Primer period

A wide variety of materials has been provided for the child's introduction to reading. Specific suggestions to the teacher are included in this Manual for the following books:

1. *Off We Go*, the Pre-Primer
2. Preparatory Book for *Off We Go* (optional). (Alternate suggestions are included for classes that are not supplied with the Preparatory Book)
3. *Now We Go Again*, an optional supplementary Pre-Primer

The Pre-Primer, *Off We Go*, contains 64 pages and a vocabulary of 42 different words.

(For further discussion of the construction of the Pre-Primer, the teacher is referred to the General Manual.)

The first fourteen pages of *Off We Go* contain a picture story. This picture story may be used parallel with *All Aboard* or *Beginning Days* or, if these books are not used, may serve as a means of transition from the alternate activities suggested to the remainder of the Pre-Primer.

Following the picture story are simple interesting stories about Jim and Judy. Under the supervision of the teacher, the children make the next step in reading, namely, reading directly from the book. The simplicity of sentence structure, the lightness of vocabulary load, and the carefully controlled systematic repetition of vocabulary make it possible for the children to read easily and with enjoyment in their first reading experiences.

Following the stories are sixteen pages in *Off We Go* which provide a review in "work-type" reading. These pages contain a number of exercises based upon the content of the preceding stories. They provide a review of the vocabulary and various reading techniques introduced in *Off We Go* and incentives for rereading the stories.

The optional Preparatory Book to accompany *Off We Go* consists of the reading readiness tests and thirty-four pages of "work-and-play type" materials. The Pre-Primer Preparatory Book introduces and reviews each word to be found in *Off We Go* prior to its occurrence in the Pre-Primer, and includes no other words. It develops interest and background information and the reading knowledge and skills needed to make the reading of the stories in *Off We Go* a very easy and enjoyable activity. The Preparatory Book includes 1687 running words. It repeats every word in *Off We Go* at least 14 times; the average repetition is 40.16. When the Preparatory Book is used with *Off We Go*, the average repetition per word is 69.94.

This exceptionally abundant vocabulary repetition enables even the slower learner to achieve high mastery of the basal vocabulary and equips him to read with pleasure and skill.

Using *Off We Go* without the Preparatory Book

For classes in which all the pupils are not provided with the Preparatory Book, alternative directions are given in the following chapter. In such classes the teacher should have a copy (preferably two or three copies) of the Preparatory Book. She can then gather about her a small group at a time and give them many of the advantages enjoyed by children who have their own copies. The Daily Lesson Plans suggest other methods of conducting activities similar to those planned for children who have the Preparatory Book. The Daily Lesson Plans also outline an alternative method of using *Off We Go* without any Preparatory Book activities, for teachers who prefer to introduce such activities later.

Forming small groups within a class

The merits of employing a plan of subdividing a class into several small groups discussed in the Manual for the Pre-Reading and Reading Readiness Program (Chapter II) are equally great in the Pre-Primer period.

Giving reading readiness tests

Prior to the introduction of *Off We Go*, the teacher should, if the class is provided with Preparatory Books, administer the reading readiness tests included in pages i to v of the Pre-Primer Preparatory Book. A description of these readiness tests and directions for administering them, tabulating results, and interpreting results are given in Chapter I of this Manual. If the class is not supplied with Preparatory Books, the teacher will find it advisable to make several informal checks of the child's readiness, as suggested in the discussion of the reading readiness tests.

The reading readiness tests are also included in the Primer Preparatory Book, and may be used for retesting purposes.

Graduated stages in reading development

Recent experiments have indicated that one of the outstanding reasons for the confusion and even failure of many children in the early stages of reading is the demand that they master too many

skills at one time. Often the child is confronted immediately with the task of mastering orientation of lines, perception of words, the techniques of reading materials in cursive writing on the blackboard, printed materials on the bulletin board, small type in books, the techniques of various types of reading, the skills involved in the interpretation of different types of material, habits of co-operation in group activities, and ability to participate in individual oral and silent reading activities. In other words, the child is often given so many things to learn at one time that confusion and discouragement may well be experienced.

An outstanding feature of *The New Work-Play Books* is that the skills and activities required in reading are introduced in the simplest and most helpful order. Thus, through the suggestions given in the Daily Lesson Plans, the teacher is able to assist the child to advance without confusion in an orderly mastering of the basic reading abilities.

Enriching the program with various developmental activities

There should not be an abrupt discontinuation of all the types of activities pursued in the Pre-Reading period when the pupils take up the Pre-Primer. Most of the same activities, such as conversation; excursions; picture interpretation; artistic, dramatic, and other projects; work with color and form; singing; reciting and making rhymes, jingles and rhythms; games with rhymes; noting initial letter sounds and blending letter sounds; natural, functional activities with letters; etc., should be continued. The Daily Lesson Plans suggest many such activities, and others equally suitable may be developed from suggestions given in the Manual for the Pre-Reading and Reading Readiness Program. The teacher should continue to read many stories and poems to the children. The bibliographies in the Pre-Reading Manual may be used for suggestions for the Pre-Primer period.

Word-study and word-analysis activities, etc.

The Daily Lesson Plans give concrete suggestions for observing nearly every new word — noting its features, comparing it with others,

sensing its initial and final sounds, noting other words with similar sounds, etc. It should be understood that these are suggested and not required activities for every lesson. For many children the Manual outlines a larger amount of this work than is necessary. The teacher must decide how much and what types of these activities are best for individual pupils. It is, however, important to give the pupils an optimum amount of such instruction and activity in word study at this stage when habits of observing words are being formed. It is possible by sagacious guidance during this period to direct the formation of those habits which will make learning to read one of the easiest and most joyful experiences a child will ever have. The teacher should read with special care the discussions of "Surveying Words and Sentences from Left to Right" and "Skillful Independent Recognition of Words" in the General Manual.

CHAPTER III

DAILY LESSON PLANS FOR THE BASAL PRE-PRIMER "OFF WE GO"

Two general methods are provided for taking up the first reading book, *Off We Go*, as follows:

Plan One — using the Preparatory Book or equivalent material

Plan One consists in using at the beginning of reading the method recommended for the Primer and all later books. It consists in introducing *all* new words in context in genuine "work-type" activities provided for fully in the optional Preparatory Book to accompany *Off We Go*. A section of the Preparatory Book, for example, introduces and reviews every word contained in the first story in *Off We Go*. When the pupils have completed the proper amount of work in this section of the Preparatory Book, they turn to the story in *Off We Go*. It will obviously be relatively easy reading because the pupils have studied each new word and many of the phrases presented in the story. Care is taken to see that the Preparatory Book does not "give away" the story, which the pupils can read with more enjoyment and more attention to the thought because of their preparation.

The Preparatory Book contains thirty-four pages in which there are 1687 running words. Every word in *Off We Go* appears at least 14 times in the Preparatory Book and the average repetition is 40.16. Since many of the exercises naturally induce the pupil to read each word several times, it may be seen that the Preparatory Book provides the means of preparing the typical pupil to read and enjoy the reading book, *Off We Go*.

Plan One may be followed even if copies of the Preparatory Book are not available for all the pupils. This may be done by presenting

exercises equivalent to those used in the Preparatory Book (as suggested in the Daily Lesson Plans under *Alternate preparatory activities*), on the blackboard, on sheets of paper, on light cards, etc., and proceeding with them in substantially the same way.

Plan Two — reading *Off We Go* without the Preparatory Book

Plan Two employs only the reading book *Off We Go*. The teacher first reads a portion of the story or (with abler pupils) helps the pupils read it orally. The new words may be given special treatment. Then the pupils read orally or silently or both. Words may then be reviewed, etc., and follow-up activities pursued as is done in Plan One. This Manual gives detailed directions. In some cases, usually only for the first story or two, the text of the story, reproduced in large size on the blackboard or large paper or card, is read before *Off We Go* is taken up.

Plan One has certain advantages. It provides more than twice as much reading and review — without actual rereading of the same substance. It makes reading of the stories in *Off We Go* more true to life; it is not reading a thrice-told tale. The Preparatory Book materials are very valuable in adjusting the amount of instruction to individual difference. It gives the pupil a wider range of types of materials to read.

Plan Two is, however, a method long in use and many teachers like it for the beginning stage. Although it demands that the teacher be able to keep up interest and manage to give every pupil the special help he needs, it has been and can be used satisfactorily by many teachers.

Choice between the two general plans at this beginning stage is a matter for each teacher to decide for herself. Some teachers are more expert with one than with the other. Some wish to take advantage of the Preparatory Book materials at the beginning; others, preferring to introduce only one kind of book at a time, like to hold up Preparatory Book work until they begin with the Primer. It is recommended therefore that the teacher experiment a bit and discover which procedure she prefers at this first Pre-Primer stage. This Manual gives detailed directions for both plans.

Outlines of Plan One and Plan Two**OUTLINE OF PLAN ONE: "OFF WE GO" WITH THE
PREPARATORY BOOK OR EQUIVALENT MATERIAL**

In using Plan One, the following steps are followed:

Unit I

Off We Go, pages 1-14, a picture story

Unit II

Part 1. *Preparatory Book* (or equivalent material), pages 1-9

Part 2. *Off We Go*, pages 15-20

Part 3. *Preparatory Book*, pages 10-18

Part 4. *Off We Go*, pages 21-30

Unit III

Part 1. *Preparatory Book*, pages 19-23

Part 2. *Off We Go*, pages 31-34

Part 3. *Preparatory Book*, pages 24-28

Part 4. *Off We Go*, pages 35-37

Part 5. *Preparatory Book*, pages 29-32

Part 6. *Off We Go*, pages 38-44

Part 7. *Preparatory Book*, pages 33-34

Part 8. *Off We Go*, pages 45-48

Unit IV

Off We Go, pages 49-64

**OUTLINE OF PLAN TWO: "OFF WE GO"
WITHOUT THE PREPARATORY BOOK**

Under Plan Two, *Off We Go* is taken up in steps as follows:

Unit I

Off We Go, pages 1-14, the picture story; same as Plan One

Unit II

Off We Go, pages 15-30

Unit III

Off We Go, pages 31-48

Unit IV

Off We Go, pages 49-64

Units I, II, III, and IV actually correspond to four complete stories or units in *Off We Go*. Each story is divided into a number of episodes. However, to avoid confusing the children, the *episodes* in the stories are called *stories* in the Daily Lesson Plans.

Under both plans, suggestions will be made for comparison and study of words *after* they have been introduced. Special attention will be given to words which are readily confused, such as *Father*, *Mother*; *Jim*, *Judy*; *Father*, *faster*; *went*, *want*; *in*, *on*, *is*; *to*, *too*; etc. Exercises in noting common sounds, such as the initial sounds of *Father* and *faster*, *went* and *want*, etc., will be suggested. At this early stage, however, no serious effort is made to teach the names of the letters or the fact that a letter like *c* (*calf*, *car*) often has a definite sound. This association is not stressed until the pupils have completed at least the first unit in the Primer, *Jim and Judy*. Oral exercises in thinking of words which begin like one of the words being studied are suggested as a means of developing a foundation for later phonetic work. For example, after *ride* has been introduced, the children may suggest *ring*, *run*, *ribbon*, *race*, *rose*. Rhymes may also be suggested in oral work. Thus, after the word *go* has been introduced, the pupils may suggest *so*, *row*, *hoe*, *slow*. The teacher may stress the sounds of words introduced, such as *J-im*, *r-ide*, *fast-er*, *f-un*, etc., and thus help the pupils hear and pronounce the constituent sounds clearly and develop ability to blend word sounds. The teacher should use her own judgment in deciding how much of the suggested types of word and word-sound activities to pursue. Children differ greatly in their needs. Some words are much more difficult for certain children than for others; some children learn more quickly than others.

*Unit I (Plans One and Two)**"OFF WE GO," PAGES 1-14***Pages 1-14 (*Off We Go*)**

The first fourteen pages in *Off We Go* are taken up in practically the same manner whether Plans One or Two are followed. If Plan One is followed, lesson emphasis may be put on the study of the names of the five characters introduced in this unit of *Off We Go*.

The first unit (pages 1-14) of *Off We Go* consists of a picture story which tells of home experiences familiar to all children. For pupils who have worked with *All Aboard* or *Beginning Days* the technique will be familiar, and progress will be comparatively rapid. Pupils who are making their first contact with a true book at this time will need more help and will progress more slowly.

The primary purposes of this unit are to develop familiarity in handling books, to develop ability to turn pages and to progress sequentially, to make children increasingly aware of the purposes and functions of books, and to promote growth in interpretation.

The teacher may distribute the books and allow sufficient time for free examination. As the pupils look at the books, the teacher should encourage the pupils to comment on them. She should read the title of the book and print it on the blackboard for constant reference. The children should be aware that the book contains text as well as pictures.

If the pupils have not studied *All Aboard* or *Beginning Days*, they will need to be shown how to open a book, how to turn the pages, how to hold the book, etc. Only when the pupils have examined the books carefully and are to some extent aware of the functions of books, should the teacher begin the detailed work.

Introductory activities

Teacher: Today we have a story told in pictures. It begins on page 1 and ends on page 14. Turn to page 1.

The teacher should help the children find page 1 and should make sure that the children understand pagination. If any child has

trouble in turning the pages in sequential order, the teacher should assist him.

Teacher: Turn to page 1 again. What do you see in the picture? This boy's name is Jim. I will print the name on the blackboard for you. This girl's name is Judy. I will put her name on the blackboard, too. Listen to the names again. They start alike in sound, but they do not end alike.

What pet do these children have? This dog's name is Tags. I will put the name of the dog on the blackboard. It does not sound like *Jim* and *Judy*, does it?

What meal is the family having? What makes you think that it is breakfast?

Turn to page 2. It follows page 1. What is Father doing? Is Father going to work? What is Father saying to Mother and the children? Are they saying good-by? What is Tags doing?

The teacher should lead the children to tell how their own fathers and mothers work for the family, how their fathers earn their living, etc. In the discussion of this page, the teacher should stress the point that the father customarily works to support the family. Throughout the work, the family as a social unit should be stressed.

Teacher: Page 2 showed us that Father was hurrying off to work to earn money for his family. Mother has work to do, too. Jim and Judy can help Mother. Page 3 will show you how Jim and Judy help their mother. Turn to page 3 and study the picture carefully. What is Jim doing? Do you hang up your clothes? What is Judy doing? Can you make your bed? What is Tags doing? Is he helping Judy? What do you do to put your room in order? What other things do you do to help your mother?

The teacher may encourage the children to discuss ways of keeping one's room in order. They may tell of duties they have at home. They may pantomime various activities, such as making the bed, dusting a room, sweeping a room, putting one's clothes away. The teacher may allow the group to guess what one child is pantomiming.

The teacher may allow the children to tell about their own rooms. She may, if time permits, have the children draw pictures of their rooms.

Teacher: What will be the number of the next page of our story? Turn to page 4. Where do you think Mother is going? Why do you think she is going to the store? What do you think she will buy? Who will go with her? Do you ever go to the store with your mother? Do you ever go to the store alone? What do mothers do besides buy the food? Each person may help the other people in a family. What do you do to help in your family?

As the children name their various duties at home, the teacher may list them on the blackboard. She may list the things Mother does. The teacher may read the items, demonstrating the left-to-right direction of reading by moving her hand under the words as she reads. Throughout the discussion, the children should become increasingly aware of the duties of each member of a family in maintaining its social unity.

Teacher: What is the next page of our story? Yes, it is page 5. Turn to page 5. What do you think is going to happen? What do dogs usually do when they see a cat? Do you think there will be trouble? Perhaps Tags will run away.

Let us turn to page 6. What has happened on page 6? Jim and Judy are trying to call to Tags. Do you think Tags is listening to them? What do you think will happen next? At what page should we look to find out what happened next?

Yes, look at page 7. Do you think that Jim can see Tags? Tags has run away, hasn't he? Do you see the store in this picture? What kind of store is it? Have you ever gone to a store like this? There are some signs on the store. They are advertisements. They tell what the store has to sell. I will read some of the signs for you.

The teacher may read the signs and, should the children evince any curiosity, show the children which sign she is reading and help the children identify the words. Other signs might be put on the blackboard.

Teacher: Turn to page 8. Do you think the children are still looking for Tags? What store are they in now? Where is Judy looking? Can she find Tags? What is Jim doing? Tags is not there. Perhaps the children will go to another store to look for Tags.

Look at the next picture on page 9. What store is this? Do you

think that Tags might have gone to the drugstore? What do you think Jim is saying to the clerk? What things are sold in a drugstore? Look at the picture and find all the things that you can that are for sale. Do you see the sign? I will read it for you. Do you ever look at signs and try to guess what they are?

The teacher may put on the blackboard a list of things which the children name from the picture. She may read the list, demonstrating the correct left-to-right eye direction by moving her hand under the word as she reads. The children may listen to the various words and note characteristics of sound. If time permits, a visit to a drugstore might be made.

Teacher: What other stores do you think there are in the village? Perhaps Jim and Judy will look in one of them for Tags. Turn to page 10. What store is this? How can you tell that this is a butcher shop? Do you think a dog would like a butcher shop? What does a butcher sell that a dog likes? Are Jim and Judy going to look inside the butcher shop for Tags? How can we find out whether Jim and Judy will look inside the butcher shop? Yes, we can look at the picture on the next page.

A visit to a butcher shop might be made and the objects and signs noted. The teacher should give the correct pronunciation of all difficult words.

Look at page 11. Is Tags in the butcher shop? Is the cat there? Is the cat safe? To whom do you think the cat belongs? What makes you think that she is the butcher's cat? Name all the things you see in this picture. Do you see the big icebox in which the meat is kept? Why must meat be kept cold? What do you think Jim and Judy will do with Tags now?

The teacher should encourage the children to guess the logical outcome of the story. After several plausible and logical solutions have been offered, the teacher may continue the work with the remainder of the story.

Teacher: Let us see how this story really ends. Turn to page 12. What is Jim doing? Is the butcher laughing? Do you see Mother in this picture? Where has she been while the children were looking for Tags? What do you think Mother will say to Tags?

Look at the picture on page 13. What kind of store is this? This is a hardware store. What things can be bought in a hardware store? Do you see anything for Tags? Tags must wear a leash. Can you guess why? Do you think Tags will like a harness and a leash?

An excursion might be made to a hardware store. The objects may be identified and named and their uses discussed; signs may be read and the pronunciation of the words made clear. Afterward pictures of objects seen at the hardware store may be drawn.

Turn to page 14. What is happening in this picture? Does Tags like his leash? How can you tell that he doesn't? What does Mother have in the basket? What do you think Mother and the children will do when they get home? What do fathers do for their families? What do mothers do? What can children do to help?

Enrichment activities

The children may tell the entire story again, beginning on page 1 and following the pictures as they retell the story.

Through group discussion a simple text may be developed for the story. The text may be printed on the blackboard. A suitable story would be something similar to the following:

This is breakfast.

Father says good-by.

Jim and Judy help Mother.

Mother and the children go to market.

Tags goes, too.

Tags sees a cat, and the cat sees Tags.

Tags runs after the cat.

Tags runs very fast.

Jim and Judy look for Tags.

Jim and Judy find Tags.

They find Tags in the butcher shop.

The butcher laughs at Tags.

Tags has to wear a leash.

Tags doesn't like the leash.

He pulls and pulls and pulls.

The teacher may read this story to the children, demonstrating the correct left-to-right eye direction by moving her hand under the words as she reads each sentence. The teacher should not attempt to teach the words to the children or in any way hold them responsible for actual reading. Her primary purpose is to make the child aware of the functions of reading and to orient the child to the proper procedures in reading.

The children may tell about signs that they have seen in stores.

The children may suggest signs that can be made for various things in the schoolroom, such as the blackboard, desk, chair, window, door, etc. The teacher may list these on the blackboard, and the children may "read" them with her. The names may be printed on oak tag and fastened in the proper places.

Signs and rules may be formulated and printed on the blackboard or the bulletin board.

The children may draw pictures of daily happenings at home. At this time the teacher should particularly stress the home as a social unit and the duties of the various members of the family in maintaining the home.

If the children have not visited a grocery store, a butcher shop, or a drugstore, it would be advisable to arrange to have them visit one or all of these. The teacher should make the necessary arrangements for such a trip prior to the adventure. The children may plan what they will look for on their visit. The objects seen should be identified and the pronunciation of the names and uses of the objects noted. Special attention should be given to display signs which the teacher should read. After the trip the children may tell about their experiences. Pictures may be drawn of the various stores which are important in the community, and if sufficient interest has been aroused, the teacher may find it advisable to encourage the construction of a play store.

In the event that a store is built, the teacher may find it advisable to develop concepts of barter, money, arithmetical numbers, etc. Signs and placards, price tags, store names, etc., may be made and put in proper places. The teacher should read them frequently to the children.

In discussing stores, the teacher should stress the interdependence of people. There should result a growing awareness of the importance of the various storekeepers and the manner in which they have served the community.

The children may plan to dramatize the picture story. The teacher should point out that in planning such a dramatization, it is necessary to consult the story again to find out what characters should be in the play, what each one should do, what he should probably say, etc.

Unit II (Plan One)*

This unit consists of four parts, as follows:

Part 1. *Preparatory Book* (or equivalent material), pages 1-9

Part 2. *Off We Go*, pages 15-20

Part 3. *Preparatory Book*, pages 10-18

Part 4. *Off We Go*, pages 21-30

Unit II presents material relating interesting home experiences of the main characters—Jim, Judy, Mother, Father, and the dog, Tags. The main drama is the misfortune of Tags in falling from the scooter into a mud puddle. Children's romping and playing with toys and animals is a major theme.

The Daily Lesson Plans suggest various enrichment activities and projects. Although reading gets definitely under way in this unit, the variety of activities used in the reading readiness program should not be abruptly dropped but carried on as needed in close relation to the subject of the reading. Conversing and relating experiences, telling and hearing stories, planning excursions, drawing and painting, making models, toys, and other objects, singing songs, engaging in choral reading, etc., should be continued.

Many of the activities and books, songs, etc., recommended in the Manual for the Pre-Reading and Reading Readiness Program will be appropriate for this unit. The following are a few suggestions:

* Plan One is to be used when all children have copies of the accompanying *Preparatory Book* or equivalent material. See pages 44-45 of this Manual for a description of Plans One and Two.

Books to read or show to the children

Bryan.	Tammie and That Puppy.	Dodd Mead.
Chute.	Rhymes About Ourselves.	Macmillan.
La Rue.	In Animal Land.	Macmillan.
Mitchell.	Another Here and Now Story Book.	Dutton.
Roberts.	Safety Town Stories.	Lyons and Carnahan.
Tippett.	I Go A-Traveling.	Harpers.
Tippett.	Toys and Toy Makers.	Harpers.

Unit II—Part 1**PREPARATORY BOOK PAGES 1-9**

(PREPARATION FOR PAGES 15-20 OF *Off We Go*)

Page 1 (Preparatory Book)*New Words*

Jim

Judy

Minimum repetition

The following list does not indicate all the appearances of each word, but only the pages on which the first nine appearances occur in the Preparatory Book and in *Off We Go*.

Those words which are marked with an asterisk are words that have been used in the revised edition of *All Aboard*. They are listed as new words in the Pre-Primer program because it is assumed that they have not been fully learned in the Pre-Reading period.

*Jim: *Preparatory Book*, pages 1, 1, 1, 1, 1, 1, 1, 3, 3.
Off We Go, pages 16, 16, 17, 21, 21, 22, 22, 22, 23.

*Judy: *Preparatory Book*, pages 1, 1, 1, 1, 1, 1, 1, 3, 3.
Off We Go, pages 18, 18, 19, 20, 21, 21, 24, 24, 24.

Page 1 introduces the two children Jim and Judy.

Teacher: Do you remember the picture story we found in our book *Off We Go*? What was it about? Who were in the story? Yes, Jim and Judy. And Mother and Father. And the dog, Tags.

Now today, we have another book that tells us other stories about Jim, Judy, Tags, Mother, and Father.

The children may look at their books, thumb through them, and talk about them for a time. Then the teacher may help the children open their books to page 1.

Teacher: Who is this? (Point to the first picture.) Yes, this is a picture of Jim and under the picture is Jim's name. This word (pointing to it) says *Jim*.

Now look at this picture. Who is it? Yes, this is a picture of Judy and here is Judy's name — *Judy*.

Now look at the words *Jim* and *Judy*. Can you tell which is *Jim* and which is *Judy*? Look at them very carefully.

Do you think you can remember them? I will write them on the blackboard. (Write in print-like letters.)

Now look at them. You see that *Jim* and *Judy* begin alike. But this part (sweep finger under whole word and stop to emphasize the last letters) of *Jim* is quite different from this part of *Judy*.

Now look at them. Which is *Judy*? Which is *Jim*?

Have the children point them out or say "the first word" or "the second word." Do not prolong this exercise even if some of the children are uncertain but take up the other exercises on the page.

Teacher: Now let us look at our book again. Look at the first word and picture.

The teacher points to the picture of Jim with his name under it.

Teacher: Which word is this? Yes. It is *Jim*. Look at Jim's picture. Now we will all know Jim.

Which word is this? (The teacher points to *Judy*.) Yes, this word is *Judy*. Look at her picture so that we will all know her.

Now, I have a game for us to play. I will tell you how we play it. Look at these two words. (The teacher points to the second exercise in which the word *Jim* appears above the word *Judy*.)

What word is the first one — the one at the top? Yes. It is *Jim*. What word is the second one — the one beneath *Jim*? That is right — this word is *Judy*.

Now look at the picture next to the two words *Jim* and *Judy*. Whose picture is it? *Jim*! That is right. This is a picture of Jim.

The game is to read the two words and then look at the picture. The picture will go with one of the words only. You draw a line from the right word to the picture — like this. (The teacher draws a line from the end of the word to about the middle of the picture.)

Now see what I did. I drew a line from the word *Jim* to the picture of Jim. That shows that this word *Jim* is the name of the person, Jim, whose picture is here. Now everybody draw a line from the word to the picture.

The teacher should inspect the work and help any child who has difficulty.

It is important that the children get the habit of reading the words, looking at the picture, rereading the words, and drawing a line from the word to the picture. This gives them practice in going in the left-to-right or reading direction and not in the opposite direction. If a child is discovered going in the opposite direction, explain the correct way at once and check up on him thereafter. All the exercises in this Preparatory Book were carefully developed to provide consistent left-to-right movements of eye and hand.

Teacher: Now let us try the next part of the word-picture game. Read these two words (*Jim* and *Judy*). Then look at the picture. Read the two words again; find the one that goes with the picture; and draw a line from the word to the picture. Will everyone do it now?

Which word is the right one — the top one or the bottom one? How many marked the bottom one? That is the right one. What does the bottom word say? Yes, it says *Judy*. And this is Judy's picture, isn't it?

The teacher may continue as above with each of the remaining exercises on the page.

Alternate preparatory activities

The words *Jim* and *Judy* may be printed on oak tag or the blackboard, and called out. A rough sketch of the two children may be drawn and matched with the words as suggested above for those having the Preparatory Book. See also the suggestions under *Enrichment activities* which describe having two children act the parts of Jim

and Judy. The teacher may carry out the activities with her desk copy of the Preparatory Book by having the children sweep the finger or a small pointer from the word to the picture.

Teachers who do not have a supply of Preparatory Books for the children should read all of the suggestions given for enrichment activities.

Enrichment activities

The children may be given a change of activity by letting them color the pictures on the page.

For review, the teacher may print the words *Jim* and *Judy* on the blackboard and ask the pupils to read them aloud, or match sketches drawn on oak tag with them. *Jim* and *Judy* may be printed on cards and each pinned on a boy and a girl. The teacher may then print one of the names on the blackboard, and the pupils may tell which child should go forward and stand beside it.

Page 2 (Preparatory Book)

New Words

Father

Mother

Minimum repetition

*Father: *Preparatory Book*, pages 2, 2, 2, 2, 2, 2, 2, 3, 3.

Off We Go, pages 29, 29, 29, 30, 32, 33, 34, 35, 36.

*Mother: *Preparatory Book*, pages 2, 2, 2, 2, 2, 2, 2, 3, 3.

Off We Go, pages 27, 28, 28, 29, 30, 30, 45, 46, 47.

Teacher: Now, we are going to play some more games in our book. We are going to learn to read some more words, too. We are going to learn to read two words that tell us who two more of our story friends are.

Turn to page 2. Who are these people at the top of the page? Yes, this is Father and this is Mother. And here is the word that reads *Father* and this one says *Mother*. Now look at these words very closely because they are much alike. You can see that the beginning of each word is different.

I will print the words on the blackboard, *Father* here, and *Mother* right under it. Now you can see the difference. You must look closely at the first part of these words to tell which is *Father* and which is *Mother*.

I'll put a few more of these words on the blackboard, and then see if you can tell me which one I point to. (Sweep finger or pointer under one word after another and have the children call out the word orally.)

Now let us go back to our book for our game.

Conduct the exercises on this page in the same way as those on page 1. If the pupils learn the words very quickly and well, the teacher will not need to supervise the work quite as fully as for page 1. She should, however, do the exercises one at a time and check up carefully on each. She should see that each child reads the words and draws the line from left to right — that is, from the word to the picture.

Alternate preparatory activities

Follow the suggestions given for page 1 of the Preparatory Book. Exercises using all four words may also be used.

Enrichment activities

The pictures on page 2 may be colored.

The pictures and names of each character on pages 1 and 2 may be cut out and used for further practice. They may be pasted on cards or made into a scrapbook, and kept for later use.

Cover one of the pictures, showing only the word, and ask the child to read it.

The pupils may make up a story and draw pictures to illustrate it.

For other uses that may be made of the Preparatory Book materials see Chapter III of the General Manual.

Page 3 (Preparatory Book)

New Word

Tags

Minimum repetition

*Tags: *Preparatory Book*, pages 3, 3, 3, 3, 3, 3, 3, 4, 4.
Off We Go, pages 22, 22, 22, 22, 23, 23, 24, 24, 24.

Teacher: Today we are going to play another word-picture game, and we are going to learn a new word, too.

Open your Preparatory Books to page 3. What is this a picture of? (Point to picture of dog.) Yes, a dog. What do you suppose his name is? Yes, *Tags*. This is our old friend, *Tags*. And here is the word *Tags*. Look at it carefully.

I will put the word *Tags* on the blackboard. Under it I will print four other words. (Print *Jim*, *Judy*, *Mother*, *Father*.)

The teacher points to the words one at a time and asks the children to read them.

Teacher: Which is the shortest word? Yes, it is *Jim*.

Which are the longest words? Yes, *Mother* and *Father*.

Which are the middle-sized words? Yes, *Judy* and *Tags*. Look at these two, *Judy* and *Tags*, very carefully.

Now we can play some word-picture games in our Preparatory Book. Find page 3.

This game is the same as the ones we have had before except for what difference? Yes, there are three words beside each picture. Let us read these three words (in the first exercise) aloud. Now look at the picture. Now read the words again. Which is the one that goes with the picture? Draw a line from it to the picture.

The other exercises may be taken up one at a time in the same way, or if the children have learned the words fairly well, they may do each exercise silently, and then the teacher may ask them to tell which word they selected. She should help those children who made mistakes.

Alternate preparatory activities

See suggestions for pages 1 and 2.

Enrichment activities

The children may color the pictures.

The children may make a poster or a strip with their own drawings

of all five characters. The teacher may print the proper name under each.

See other suggestions for pages 1 and 2.

Page 4 (Preparatory Book)

New Words

and

ride

Minimum repetition

*and: *Preparatory Book*, pages 4, 4, 4, 4, 4, 4, 4, 4, 4.

Off We Go, pages 20, 21, 21, 22, 24, 25, 25, 26, 26.

*ride: *Preparatory Book*, pages 4, 4, 4, 4, 4, 4, 4, 4, 4.

Off We Go, pages 15, 15, 15, 16, 17, 17, 17, 17, 18.

The four exercises on the left-hand side of the page introduce the new words *and* and *ride*. The teacher should call attention to the first picture.

Teacher: Who are in this picture? What are they doing? Yes, they are riding on their scooters.

Now look at these words. They say *Jim and Judy ride*. Do you remember the word *Jim*? The word *and* is new. You remember the word *Judy*, don't you? The next word is *ride*. It is a new word. Now let's read the whole sentence together. *Jim and Judy ride*. Do these words tell us what is happening in the picture? Let's read the sentence again.

Now look at the next picture. Who are in the picture? What are they doing? Who would like to try to read the sentence under this picture? (Help anyone who volunteers.) Yes, it says *Mother and Father ride*.

Now let's read the first sentence again. Then the second one.

Now look at the third picture. Who are in it? What are they doing? Who will read the sentence? Let's all read it together.

Repeat this procedure for the last exercise. All four exercises may then be reread.

Teacher: Now we have a new game. It is a *sentence* and *picture*

game. It is played like those we have had before except that we have to read a whole sentence instead of only a single word.

Shall we try the first one? Who will read the first sentence? Who will read the next? Now look at the picture.

Now read the sentences again. Which one goes with the picture? That's right. Now draw a line from the end of the sentence to the picture.

Repeat this procedure for the remaining exercises or, if desired, let the pupils do each in silent reading followed by oral reading. Be sure the pupils draw the line from the end of the sentence to the picture and not in the reverse direction.

Alternate preparatory activities

The sentences on page 4 of the Preparatory Book may be written on the blackboard or on a large sheet of paper, and a rough drawing of the objects placed beside them. The exercises may be conducted as described above.

Another method would be to hectograph or mimeograph sentences similar to those on this page either with or without drawings. If no drawings are used, the teacher may give orally one sentence and ask the children to draw a line under that sentence.

Enrichment activities

Compare the words *and* and *ride* with each other and with words introduced earlier by writing them on the blackboard one above the other.

The words *and* and *ride* may be printed on large cards, and sentences, such as *Mother and Judy* —, *Jim* — *Judy ride*, printed on the blackboard. The children then select the proper word to complete the sentence.

In an oral exercise ask the children to think of words that rhyme with *ride*, such as *side*, *slide*, *hide*. Have them make up a few little jingles with these rhyming words.

Page 5 (Preparatory Book)

New Word
too

Minimum repetition

*too: *Preparatory Book*, pages 5, 5, 5, 5, 15, 16, 17, 17, 21.

Off We Go, pages 19, 21, 23, 25, 26, 27, 32, 35, 37.

This page reviews all of the words previously introduced and adds the new word *too*. The children look at and discuss the illustration.

Teacher: What is this picture about? Whom do you see in the picture? What animal do you see? What is Jim doing? What is Judy doing? Where is Tags? What are Mother and Father doing?

On this side (pointing to the sentences) is a little story about the picture. Let us see if we can read it.

The children may be given an opportunity to glance over the four sentences at the top. Then the teacher may ask for volunteers to read orally. With very bright children she may supply the word *too* during the oral reading. With most children it may be advisable to tell them there is a new word in this story at the end of the second line and that the word is *too*.

After the children have read the selection, tell them they may now cut out the sentences at the bottom of the page. The teacher may take a page and demonstrate how to cut them out. After they have been cut out they are to be read and pasted in the blanks above. If desired the teacher may have the children simply place the cutouts in the blanks until she glances at the page to see that the sentences are in the correct order. Then they may be pasted in. After they are pasted in, a child may be permitted to read his sentences to the teacher or to other pupils.

Alternate preparatory activities

The story on page 5 may be printed on the blackboard or on large paper and read orally by the children with the teacher's help. The word *too* may be introduced before the reading is begun as suggested above. After the material has been read, the children may go to the blackboard and draw pictures to illustrate the story.

The story may be hectographed or mimeographed with or without a picture and with cutouts similar to those on page 5. Other stories may be made up in which the sentences are arranged somewhat differently, such as *Mother rides, Father rides, Jim rides, too*.

Enrichment activities

The picture may be colored.

The children may discuss different things on which a person can ride. Pictures of these different things may be drawn on paper or on the blackboard. The teacher may write such sentences as *Jim rides*, *Judy rides*, and then place an arrow pointing to each picture. Different children may read these sentences.

The children may be asked to think of words that rhyme with *too*, such as *shoe*, *who*, *moo*, etc., and also words which begin with the *t* sound of *too*, such as *toy*, *table*, *tent*, *top*.

Page 6 (Preparatory Book)

New Word

faster

Minimum repetition

*faster: *Preparatory Book*, pages 6, 6, 6, 6, 6, 6, 14, 14, 14.

Off We Go, pages 20, 20, 21, 21, 21, 21, 21, 25.

This page contains an exercise which is conducted in the same manner as the one described for page 4. The teacher may read the first sentence and call attention to the new word *faster*. Let the children attempt to read the remaining exercises on the page, one at a time. Each exercise may be conducted wholly as an oral group activity, or if the pupils are able to do so, they may try to do each in silent reading. It should be followed by oral reading and a comparison of the sentences that were underlined.

Alternate preparatory activities

Write the sentences on page 6 on the blackboard or mimeograph or hectograph them on paper. The context may be given orally. The teacher may say, "I am thinking of a boy and a girl having a race on scooters. The boy is ahead of the girl." The children may read the pair of sentences and indicate which fits the story.

Other sentences may be written on the blackboard, such as *Jim and Judy ride*, *Mother and Father ride faster*. A picture may be drawn showing Jim and Judy riding in a toy wagon and Mother and Father ahead of them in an automobile.

Enrichment activities

The pictures may be colored. The page may be cut up and used as suggested in the General Manual (Chapter III).

Ask the children to think how fast a first-grade boy can run. Then ask them to think how fast a dog, a horse, etc., can run; or how fast an automobile, an airplane, a locomotive can go. Let the children respond when each animal or object is given by saying faster or slower. The children's reply will depend upon their comparison of the object or animal being given with the previous object or animal mentioned.

See if the pupils can think of words that begin with the *f* sound in *faster*, such as *frog*, *fence*, *fat*, *friend*, *fish*, etc.

Page 7 (Preparatory Book)

New Word

to

Minimum repetition

*to: *Preparatory Book*, pages 7, 7, 7, 7, 8, 8, 8, 8, 11.

Off We Go, pages 22, 24, 27, 27, 28, 29, 29, 31, 32.

This page introduces a new type of exercise. Ask the children first to look at the pictures one at a time and to tell what they see in each picture. The teacher may ask them to identify the characters and tell what they are doing. Then call their attention to the sentences on the left half of the page. Tell them that the sentences include a new word *to* and illustrate it in sentences, such as *I am going to school*, *Judy went to school*.

Read the first sentence to the children and have them volunteer to read the other sentences. Then tell them that they are to cut out the four pictures on the other side of the page, and put a picture above the sentence which goes with it. These may be pasted in and colored with crayon.

Alternate preparatory activities

Have different children act the parts of *Jim*, *Judy*, *Father*, and *Mother*. Print cards containing the sentences on this page, and similar sentences, such as *Mother rides to Judy*, *Jim rides to Judy*.

Read one or two of these cards until the children get acquainted with the new word *to*. Then the teacher or one of the children may show one of the cards and the child who is acting the part does what is indicated. For example, if the sentence is *Judy rides to Mother*, the child who is acting Judy pretends she is riding a horse or a bicycle to the child acting as Mother. The children guess what the child is riding.

Some of these cards may then be placed on the blackboard rack and the children given a chance to draw pictures which illustrate them.

Enrichment activities

For those who use the Preparatory Book see the suggestions under *Alternate preparatory activities*.

Compare the words *to* and *too*. Explain to the children what the difference is. Have the children think of words which rhyme with these two words.

Page 8 (Preparatory Book)

New Word

said

Minimum repetition

said: *Preparatory Book*, pages 8, 8, 8, 8, 9, 9, 9, 9, 9.

Off We Go, pages 17, 19, 20, 22, 23, 24, 25, 26, 27.

This page introduces the new word *said* and the quotation mark. This exercise is similar to certain types used before, as on page 6, except that on this page there are one sentence and two pictures instead of two sentences and one picture.

Have the children look at the first two pictures and discuss what each one is about. Then read the sentence. Point out the new word *said*. Point to the quotation marks before and after the words that Judy said and merely say that these marks are used to show that these are words which somebody said. Tell the pupils to read the sentence again and look at both the pictures and decide which one goes with the sentence. *They should then draw a line around that picture*. Continue with the remaining exercises.

Alternate preparatory activities

The sentences on the page may be placed on the blackboard or mimeographed or hectographed. The teacher may assist the children to read one or two of them as suggested on Manual page 66. They may then draw a picture which illustrates each sentence.

Sentences essentially like those on the page, but in a somewhat different order, such as *Judy said, "Ride to Mother, Jim,"* may be made on cards. The children may act the different characters as suggested for page 7. When a card like the above is shown, the child acting Jim pretends to ride to the child acting Mother.

Enrichment activities

Color the pictures, if desired.

Play such games as suggested under *Alternate preparatory activities* above.

Page 9 (Preparatory Book)*New Word***I****Minimum repetition**

I: *Preparatory Book*, pages 9, 9, 9, 9, 9, 9, 9, 9, 10.

Off We Go, pages 17, 17, 19, 19, 20, 20, 32, 32, 32.

The teacher should read the first exercise orally to the pupils, calling particular attention to the word *I*. Then have them look at the picture. Next they reread the sentences and decide which one goes with the picture and draw a line under it. Be sure they draw the line from the beginning to the end of the sentence — that is, from left to right. The other exercises may be done in the same way either as wholly oral exercises or silent reading followed by oral rereading and discussion.

Alternate preparatory activities

The sentences on the page may be mimeographed on sheets of paper with spaces left for the children to draw illustrations, or printed on cards or written on the blackboard. If they are written on the

blackboard, the children may draw pictures to illustrate them. If they are written on cards, children may be appointed to act the parts of the several characters. When a card is shown, the child who is to act the part may say *I ride* and then pretend to ride a horse or a bicycle.

Enrichment activities

The pictures may be colored.

Such sentences as *I ride*, *I ride faster*, may be put on cards. Pictures may be drawn, or the children may act them out. The cards may be handed out in pairs. If both say *I ride*, the children should move across the room at the same speed. If one says *I ride* and the other *I ride faster*, the one having the latter should move a little faster than the former.

Unit II — Part 2

“OFF WE GO,” PAGES 15-20

All the words in this first word-and-picture story in the reading book have been already introduced and reviewed in the Preparatory Book or equivalent activities. This story should be taken up in the spirit of a free and enjoyable experience in real story reading. Do not have more children reading at a time than can be properly supervised. The number suitable for a group will, of course, be different in different classes.

Page 15 (*Off We Go*)

Ask the pupils to open the book to page 15.

Teacher: Who are in this picture? Yes, Jim, Judy, and Tags. Where are they?

Who can read the three words below the picture? This is the title of the group of stories we are going to read.

You will be able to read the first two stories just like a grownup, because you have learned every word in it. Now let's try it.

Pages 16-17 (*Off We Go*)

Teacher: The first story is on pages 16 and 17. Who are in the picture? (Explain that the picture goes across both pages.)

Who will read these pages?

Let a volunteer pupil read. Help him promptly if he hesitates. (With slower pupils, the teacher may read while the pupils follow in the book and later let the pupils read.)

Teacher: Now everyone read these two pages without speaking.

Let's see what happens next. Turn another page.

Pages 18-19 (*Off We Go*)

Teacher: The next story begins on page 18. Who is in this picture? What is she doing? (Proceed as on pages 16-17.)

Page 20 (*Off We Go*)

Teacher: Now let's turn to the next page. Is Judy going slow or fast? She looks as though she were going quite fast, doesn't she?

Let us see what it says in the story. (Read as on preceding pages.)

Now, shall we read both stories? Let's read them to ourselves first. Turn to page 16 and read through page 20.

Ask the children to volunteer to read the stories aloud. Call upon every child if possible.

Teacher: Soon we shall read some more stories — longer stories — about Jim and Judy. Before we read them, we will learn some more new words in our Preparatory Book. Then we shall be able to read the stories very easily.

Enrichment activities

The teacher may tell the pupils that since they can read the names of Jim and Judy, it would be fun to learn to read their own names. Each name may be printed on oak tag. It may be placed on the owner's desk or other property, or pinned on the child in playing a "Read My Name Game."

Variations of the text may be put on the blackboard and read, such as, *Jim said, "I ride"; I said, "Jim rides"; "I ride, too," said Jim.*

The children may make pictures of racing on roller skates, wagons, etc. Each may select a suitable title and the teacher may print it under the picture.

Compare the words *faster* and *father*.

At this time, if desired, previously introduced words may be presented with both "small" and "big" initial letters: *And, and; Ride, ride; Too, too; Faster, faster; To, to; Said, said.*

Unit II — Part 3

PREPARATORY BOOK PAGES 10-18

(PREPARATION FOR PAGES 21-30 OF *Off We Go*)

Page 10 (Preparatory Book)

New Word

we

Minimum repetition

we: *Preparatory Book*, pages 10, 10, 10, 10, 10, 10, 10, 10, 13.

Off We Go, pages 23, 23, 25, 25, 31, 32, 32, 34, 34.

The pupils are already familiar with the type of exercise used on this page. Read the first two sentences to the children, calling their attention to the new word *we*. Ask them to look at the picture on the right; then have them reread the sentences and draw a line from the right one to the picture which goes with it.

Continue with the other exercises, asking the children to volunteer to read them orally or, if they are able to do so, to carry them out in silent reading followed by oral reading and comparison of the sentences connected with the pictures.

Alternate preparatory activities

The pairs of sentences may be placed on the blackboard or on cards or mimeographed or hectographed. In the case of the first two, a sentence may be shown or pointed to after some of the children have been told to act the parts of Judy and the other characters. If the sentence "*I ride,*" said Judy is shown, the child playing that part

pretends to ride. If the sentence saying "*We ride,*" said *Jim and Judy* is shown, the two children playing the parts pretend to ride off together. For the sentences placed on the blackboard or mimeographed on paper, illustrations may be drawn.

Enrichment activities

See if the children can think of words beginning with the *w* sound in *we*, as *wish, want, was, were, water*, etc. See if they can think of words that rhyme with *we*, such as *he, tree, see, flee*, etc. Compare *We* and *we*.

Page 11 (Preparatory Book)

New Word

go

Minimum repetition

go: *Preparatory Book*, pages 11, 11, 11, 11, 11, 11, 12, 13, 13.

Off We Go, pages 23, 23, 25, 25, 27, 29, 31, 32, 32.

Let the children look at the two pictures. Then point to the first word *go* in the first sentence and tell them what it is. Ask the children to volunteer to read the remainder of this first sentence.

Explain to the children that they are to cut out the four sentences at the bottom of the page as they have done before (page 5). Each sentence is to be placed in a blank under the top sentence which is exactly like it. After the arrangements have been made correctly, the slips may be pasted in. The children may then color the drawings on the page.

Alternate preparatory activities

Put such sentences as those on this page on cards or paper or on the blackboard. Have the children again act the parts of the various characters, and point to or show a card one at a time. Additional sentences may be made up, such as *Tags, go to Judy; Jim, go to Father*; etc.

The materials from the page may be mimeographed, with a space left for two illustrations. The sentences may be cut out and those which are identical assembled.

Enrichment activities

The words *ride* and *go* may be printed on cards. When the word *go* is shown, the children simply move to some special place. When the word *ride* is shown, they pretend to be riding on a horse by jogging up and down. Other sentences, such as *Ride to Father*, *Go to Judy*, may be used in the same way.

Ask the children to think of other words that begin like *go*, as *good*, *game*, *guess*, *grass*, etc., and words which rhyme with *go*, such as *hoe*, *so*, *low*, *grow*, etc. They may make up rhymes and jingles with these words.

Compare the words *go* and *to*. Compare *Go* and *go*.

Page 12 (Preparatory Book)

New Word

went

Minimum repetition

*went: *Preparatory Book*, pages 12, 12, 12, 12, 13, 13, 13, 13, 13.

Off We Go, pages 21, 21, 21, 22, 23, 23, 24, 25, 25.

Tell the pupils that there is a new word *went* on this page. Use *went* in a sentence or two. Take up the first exercise by having the children first look at the picture beside the printed text. Then let them attempt to read the sentences orally. Supply the word *went* if necessary. When the last sentence is reached, tell them that only one of the three words is the right one. They should read the sentence with the three final words and then look at the picture. They should read the sentence again and decide which is the right word, and then draw a line around the right word.

Follow the same procedure for the second exercise or, if it seems advisable, let the children try to do it by themselves in silent reading. In this case have the second exercise read aloud by the children and have them indicate by a show of hands which word was marked.

Alternate preparatory activities

Put the two exercises on the blackboard or on cards or mimeograph or hectograph them on paper. Draw a picture to give the context and proceed as directed above.

Enrichment activities

Let the children color the illustrations on the page.

Compare the word *went* with the word *we*. Show the children that the two words begin alike. Put one word over the other so that the differences are apparent.

Compare *Went* and *went*. Ask the children to think of other words which begin with the *w* sound, such as *wait*, *water*, *was*, *west*, etc. See if they can think of words which rhyme with *went*, such as *sent*, *rent*, *tent*, *dent*. Have them make up some jingles, using these rhyming words.

Page 13 (Preparatory Book)*New Word*

away

Minimum repetition

*away: *Preparatory Book*, pages 13, 13, 13, 13, 13, 13, 13, 13, 13.
Off We Go, pages 21, 23, 23, 23, 23, 25, 25, 25, 25.

This page consists of exercises similar to those on page 9. Read aloud the sentences in the first exercise. Call attention to the new word *away*. Ask the children to look at the picture. Then have them read the sentences and draw a line under the one which goes with the picture. Continue with the rest of the page as an oral class exercise or as a silent reading exercise, followed by oral reading.

Alternate preparatory activities

Place on the blackboard or mimeograph or hectograph on paper a series of sentences, such as *Away went Jim*, *Away went Judy*, *Away went Father*, *Away went Mother*, etc. Have different children take the part of these characters. As one sentence is pointed to, have that child go to a place at the front or the back of the room. Another group of sentences could be made up, such as *Go away, Tags*; *Go away, Judy*; etc.; and the same procedure followed.

Enrichment activities

Compare *Away* with *away*.

Put on the blackboard or on cards such phrases as *Go away*, *Go to*

Father, Ride to Father, etc. Assign the pupils parts and have them carry out the actions indicated.

Let the children color the pictures on page 13.

Page 14 (Preparatory Book)

New Words

a

wants

Minimum repetition

a: *Preparatory Book*, pages 14, 14, 14, 14, 19, 19, 19, 20, 20.

Off We Go, pages 57, 57, 58, 59, 59, 59, 64, 64, 64.

wants: *Preparatory Book*, pages 14, 14, 14, 14, 14, 14, 22, 22, 22.

Off We Go, pages 32, 32, 32, 33, 33, 33, 38, 45, 45.

This page contains exercises which consist of a picture that shows one of the characters ahead of and therefore going faster than the other, and two sentences. These exercises are familiar. (See *Preparatory Book* pages 9 and 13.) Ask the children to look at the picture. Then have them draw a line under the sentence which tells which person in the picture is going faster. Continue with the other exercises either orally or in silent reading followed by oral reading.

The pupils will need help with the exercises in the third column in which *wants* and *a* are introduced.

Alternate preparatory activities

Place on the blackboard or on cards pairs of sentences like those on this page. Draw a rough sketch on the blackboard for each pair, putting over each figure the proper name like *Jim*, *Judy*, etc. Then show a pair or several sentences, such as *Jim went away*, *Judy went faster*, *Mother wants a ride*. Have the children read them and tell which one is correct.

Enrichment activities

Compare *want* with *went*. If necessary, print one on tissue paper and superimpose over the other.

Page 15 (Preparatory Book)*New Words*

is
this

Minimum repetition

is: *Preparatory Book*, pages 15, 15, 15, 15, 15, 15, 16, 16, 16.

Off We Go, pages 28, 29, 30, 30, 34, 35, 35, 36, 40.

this: *Preparatory Book*, pages 15, 15, 15, 15, 15, 15, 16, 16, 16.

Off We Go, pages 28, 29, 30, 30, 33, 33, 33, 35, 35.

Read the first sentence to the children and point out the new words *this* and *is*. Then let them identify the characters in the pictures on the page. After this they may cut out the pictures, reread the sentences, and place each picture above the sentence which goes with it. When they are sure that they have the pictures in the right places, the pictures may be pasted in and colored.

Alternate preparatory activities

Place such sentences as those on page 15 on the blackboard and have the children draw illustrations for them. Another method is to have pictures of Father, Mother, etc., on cards. A picture is shown, and the child places it beside the sentence with which it should go.

Enrichment activities

Compare *This* and *this*. Have the children select some other words, the beginnings of which look like the beginning of *this*. Among the words already presented are *Tags*, *too*, *to*. Ask the children to give orally other words that begin with the same sound as *this*, such as *the*, *their*, *them*, *they*. See if they can think of words that rhyme with *this*, such as *kiss*, *miss*.

Compare *is* with other short words, such as *to*, *go*, *we*.

Page 16 (Preparatory Book)*New Word*

fun

Minimum repetition

fun: *Preparatory Book*, pages 16, 16, 16, 17, 17, 17, 19, 23, 23.

Off We Go, pages 30, 30, 34, 40, 41, 43, 46, 46, 46.

This page contains exercises similar to those on page 12. The children are to read the story, then look at the picture, then reread the story and draw a line around the right word. The first exercise should be read aloud, the teacher supplying the new word *fun*.

The last exercise introduces the question form and the question mark. Simply say that the mark (?) is called a question mark and that it is put at the end of a sentence which asks a question. Don't drill on the question mark at this time.

Alternate preparatory activities

Copy the text from this page on the blackboard or on cards and draw a rough sketch to indicate which of the words is to be chosen. Conduct as an oral exercise, adapting the directions given above.

Enrichment activities

Prepare sentences, such as *This is Jim*, *This is Tags*, *This is fun*, *This is faster*. Show pictures of the characters. For the sentence *This is fun* show a picture of children playing a game, and for *This is faster* show a picture of two objects, pointing to the one which is ahead of or which travels faster than the other. The children may select the sentence which describes each picture.

Compare *fun* and *Fun*. Ask the children to think of some words that begin like *fun*, as *fight*, *fear*, *fence*, *fat*, *fast*, etc., and some that rhyme with *fun*, such as *run*, *sun*, *gun*, etc.

Page 17 (Preparatory Book)

New Word

laughed

Minimum repetition

laughed: *Preparatory Book*, pages 17, 17, 17, 17, 17, 17, 17, 17, 19.
Off We Go, pages 26, 26, 26, 26, 27, 27, 30, 30, 35.

Let the children discuss the two illustrations in the first exercise. Then help them read the story under the pictures. Tell them the new word is *laughed*. After they have finished the story, tell them to look at the two pictures again and draw a line around the one which illustrates the story. The other exercises may be done in this way.

Alternate preparatory activities

The stories on page 17 may be reproduced on the blackboard or otherwise and, after the new word has been introduced, read by the pupils with the teacher's help.

Cards may be prepared with such phrases as *Mother laughed*, *Judy laughed*, *Tags laughed*, etc. After a story has been read these cards may be presented one at a time, and the pupils will say which ones agree with the story. Later, illustrations for the story may be drawn on the blackboard by the children.

Enrichment activities

Children may be appointed to act the parts of the several characters. The teacher shows a card which contains the name of one of the characters, such as *Mother*. When this card is shown, the child playing that part laughs. The teacher then shows other cards containing such phrases as *Mother laughed*, *Judy laughed*, *Father laughed*, etc. If preferred these may be placed on the blackboard and pointed to. The children indicate which phrase describes the action.

Compare *Laughed* and *laughed*. See if the pupils can suggest other words that begin with the *l* sound of *laughed*, such as *lost*, *lady*, *lantern*, etc.

Page 18 (Preparatory Book)

New Word

off

Minimum repetition

off: *Preparatory Book*, pages 18, 18, 18, 18, 18, 18, 18, 18, 19.

Off We Go, pages 26, 26, 28, 28, 32, 32, 44, 44, 44.

Conduct the exercises on this page as suggested for those on page 9. Before the children proceed with the exercises, read the first sentence and point to the word *off*. Write the word on the blackboard beginning with the capital letter and then with the small letter.

Alternate preparatory activities

Place on the blackboard a series of sentences, such as *Off went Tags*, *Off went Jim*, etc., and have different children play the parts of the characters. The teacher shows a chart with the name of one of the characters. The child acting this part goes off toward the corner. The children then look for the proper sentence on the blackboard.

The same activity may be carried out with the words arranged in different form, such as *Tags went off*, *Jim went off*, etc.

Enrichment activities

Games similar to those described under *Alternate preparatory activities* may be made up with such phrases as *Father rides off*, *Away went Tags*, *Off went Tags*. The children are to find the sentence which describes each action.

Compare *Off* and *off*.

Unit II — Part 4**“OFF WE GO,” PAGES 21–30**

There will be no new words in pages 21–30 of *Off We Go*. Let the pupils read pages 15–20 again.

Page 21 (*Off We Go*)

Teacher: The next story is on page 21. It is a short story. Let's look at page 21. Who is this? Who will read the first line?

This is the title of the story. What do you think it will be about?

Who will read the next line (or all three)? The next? The next?

Now, let's read the whole page silently. Who will read the whole page aloud?

Pages 22–23 (*Off We Go*)

Teacher: Turn to the story on pages 22 and 23. Look at the picture. (Explain that the picture goes across both pages.)

Teacher: What is happening? Who will read what is on the first page (page 22)?

Who will read the next page?

Now tell me, what did Jim say? What did Tags do? What did Jim say then? What do you think will happen next?

Turn to pages 24-25.

Pages 24-25 (*Off We Go*)

Teacher: A new story begins on page 24. It is a long story. So we will read it in parts. Look at the picture and tell me what you think this story is about. The title will tell us. Who will read it?

Now let's read page 24, then page 25. After you have read the story silently, we will read it aloud.

After the children have read the material silently, the teacher may ask the following questions:

1. Who will read the title? It is on page 24.
2. Who will read what Judy said?
3. Who will read where Tags went?
4. Who will read all of page 25?
5. Who will read pages 24 and 25 to us?

Page 26 (*Off We Go*)

Teacher: Now we shall read some more of the story. Look at page 26. Everyone read it by himself. Then I would like some of you to read it to me.

After the pupils have read the story silently, ask such questions as the following:

1. What did Jim do when he saw what happened to Judy and Tags?
2. What did Tags fall into? Yes, the mud.
3. Who else laughed? Read the sentence that tells.
4. Who will read all of page 26?

Page 27 (*Off We Go*)

Teacher: Now look at page 27. Read it silently. What did Jim say to Tags? Why did he want Tags to go to Mother?

When they have finished reading silently, different children may read the whole page aloud.

Page 28 (*Off We Go*)

Teacher: What do you think will happen now? Page 28 will tell us. Look at the picture on this page. Is Mother laughing? What is Jim doing? What do you think he is talking about? The picture doesn't tell us what Mother is saying, does it? We will have to read to find that out. Let us read page 28 silently.

After the silent reading, the teacher invites the children to read the page aloud.

Teacher: Who will read again what Mother said? Who will read what Jim said?

Page 29 (*Off We Go*)

Teacher: Look at the picture on page 29. Someone is coming home. Who is it? Where has Father been all day? Do you think Tags will go to Father?

Now we can read the page silently to see what is happening and what is being said.

Now that we have all read the story, will someone read again what Mother said?

Who will read what Father said? Who will read the whole page for me? Do you think Father was surprised at Tags? Read the line that makes you think so.

Page 30 (*Off We Go*)

Teacher: Page 30 will tell what happened next to Tags. What do you think did happen? Open your books to page 30. This is the last page of the story. Look at the picture. What is happening to poor Tags? Now let everyone read the page to see what happened.

What did Mother and Father do to Tags? Do you think Mother and Father had fun? Do you think Tags had fun? Who will read the whole page for me? Who else would like to read the whole page?

Now we have read a long story. There are seven pages in this story. It began on page 24. Wouldn't it be fun to read the whole story from beginning to end? All right, all turn to page 24.

Who will read page 24?

Who will read the next page?

Continue until the whole story has been read. Let the pupils then select the parts they like best and read them aloud. Let them study and talk about the pictures again.

Enrichment activities

Let the children tell about their own experiences with pets or any funny stories they may know about them. They may draw illustrations for the stories and suggest good titles.

The children may retell the stories. They should understand that they do not need to tell them exactly.

Working in a group the children may rewrite pages 21-30, producing a story similar to that given for page 30 of *Off We Go*, under Plan Two. See page 125 of this Manual.

Unit III (Plan One)

This unit consists of eight parts, as follows:

Part 1. *Preparatory Book*, pages 19-23

Part 2. *Off We Go*, pages 31-34

Part 3. *Preparatory Book*, pages 24-28

Part 4. *Off We Go*, pages 35-37

Part 5. *Preparatory Book*, pages 29-32

Part 6. *Off We Go*, pages 38-44

Part 7. *Preparatory Book*, pages 33-34

Part 8. *Off We Go*, pages 45-48

The material comprising Unit III, "We Go to the Farm," includes an auto trip to the farm and a series of episodes on it. The Daily Lesson Plans suggest a number of projects and activities relating to the farm, such as constructing a model farm in the classroom, making a farm frieze or picture book, taking a trip to a farm, listing farm animals and products, etc. The unit might culminate in a farm festival in the schoolroom in which all the products of the unit are displayed, farm songs sung, farm games played, farm episodes dramatized, etc.

Books to read or show to the children

Barlow & Martinson.	Fun at Happy Acres.	Crowell.
Hader.	Farmer in the Dell.	Macmillan.
Horn.	Farm on the Hill.	Scribners.
Read.	Grandfather's Farm.	Scribners.
Smith.	Farm Book.	Houghton.
Tippett.	Singing Farmer.	World

Poems to read to the children

"The Wagon in the Barn," by Drinkwater, from *All About Me* (Houghton Mifflin).

"The Cow," by Stevenson, from *Ring-A-Round* (Macmillan).

"On the Grassy Banks," by Rossetti, from *Ring-A-Round* (Macmillan).

"Farewell to the Farm," by Stevenson, from *Child's Garden of Verses* (Scribners).

Suitable Games

"Barnyard Bedlam," "Chicken Market," "The Farmer is Coming," from *Games*, by Bancroft (Macmillan).

Recommended films

<i>Bunny Rabbit.</i>	Erpi Classroom Films, Inc.	1 reel.
<i>Farm Animals.</i>	Erpi Classroom Films, Inc.	1 reel.
<i>Poultry on the Farm.</i>	Erpi Classroom Films, Inc.	1 reel.
<i>Three Little Kittens.</i>	Erpi Classroom Films, Inc.	1 reel.

Unit III — Part 1**PREPARATORY BOOK PAGES 19-23**

(PREPARATION FOR PAGES 31-34 OF *Off We Go*)

Page 19 (Preparatory Book)*New Words*

car

farm

Minimum repetition

car: *Preparatory Book*, pages 19, 19, 19, 19, 19, 20, 20, 21, 21.
Off We Go, pages 33, 34, 34, 34, 34, 35, 44, 55, 56.

farm: *Preparatory Book*, pages 19, 19, 19, 19, 20, 20, 21, 21, 21.
Off We Go, pages 31, 32, 32, 35, 35, 43, 46.

The first two exercises on this page are somewhat new in type. They represent a simple method of introducing a new word by combining picture and context (sentence) clues.

The teacher should ask the pupils to look at the first picture and see what is shown. Then she reads the sentence up to the last word, *This is a* —, and asks, "Can anyone tell what the new word is?"

If no pupil can read *farm*, it should be promptly supplied by the teacher.

Teacher: Now look at the picture again. It really shows a farm, doesn't it? This word *farm* also means farm. If we study the picture carefully, it will help us tell what the word is.

Now let's look at the next exercise. Look at the picture. Who will read the sentence? Yes, it reads *This is a car*. The picture tells us what the word is.

Now look at the new words *farm* and *car*. (They may be printed on the blackboard.) Which is *car*? Which is *farm*?

Now we shall do some sentence-picture games.

The next two exercises are familiar ones. (See suggestions for page 9.) The children draw a line *under* the sentence which goes with the picture.

The exercises in the right column are similar to those on pages 1 and 2. The teacher should assist the pupils to proceed in the following order: First, read the words; then look at the picture; reread the words; and draw a line from the end of the word to the picture.

Alternate preparatory activities

The teacher may be able to find magazine pictures to introduce the new words *farm* and *car*. These pictures and descriptive sentences may be used to build up exercises similar to the first two on page 19. Exercises like the others on the page may be placed on the blackboard with sketches or mimeographed, etc.

Enrichment activities

Compare *Farm* and *farm*, and *Car* and *car*.

Let the pupils draw pictures of a car and a farm, and apply word cards to them.

See if the children can think of words beginning with the sound of *c* in *car*, such as *cat*, *cow*, *calf*, *crow*, and with the sound of *f* in *farm*, such as *fat*, *Father*, *face*, *fun*, etc. Ask them to think of words which rhyme with *car*, such as *far*, *bar*, *star*, etc.

Page 20 (Preparatory Book)*No New Words*

This is a review page which the children should have no difficulty reading. They are to read the sentences first, look at the picture, reread the two sentences, and draw a line under the one which describes the picture.

Alternate preparatory activities

The text of Preparatory Book page 20 may be mimeographed or hectographed and sufficient space left for the children to draw a picture to illustrate one sentence in each group. The teacher may indicate the sentence to be illustrated.

Enrichment activities

The pupils may draw pictures to illustrate the remaining sentences in each group.

The pictures in the Preparatory Book may be colored.

Page 21 (Preparatory Book)*New Words*

in
the

Minimum repetition

in: *Preparatory Book*, pages 21, 21, 21, 21, 21, 21, 21, 21, 21.

Off We Go, pages 34, 34, 34, 34, 38, 38, 38, 38, 43.

the: *Preparatory Book*, pages 21, 21, 21, 21, 21, 21, 21, 21, 21.

Off We Go, pages 31, 32, 32, 32, 32, 33, 34, 34, 34.

This page contains the first "dictionary-card" type of exercise for introducing the words *in* and *the*. Beside each word is a box containing sentences designed to suggest the meaning of the word. Since all the words in these sentences, except the new one, are familiar, some of the abler pupils may be able to work out the new word. In case of doubt the teacher should call their attention to the words where they are printed alone and tell them what they are and then, if necessary, read the first sentence. Let the children try to read the other sentences. The exercises should be reread, and the isolated words in the boxes observed again.

The next pair of exercises are similar to others previously used. The pupils observe the picture, then read the sentences. The first one asks a question which is answered by one of the following sentences. The pupils draw a line under the sentence which gives the right answer to the question about the picture.

The exercise on the right side of the page is a familiar type. The children may cut out the sentences at the bottom of the page after they have read the selection. Then the sentences should be read and pasted in correct order in the blanks provided. After the sentences have been pasted in, a child may read them to the teacher.

Alternate preparatory activities

All of the materials on this page may be reproduced on the blackboard or in mimeograph form. Sketches may be drawn to give the context, and the procedures described above may be followed.

The teacher may make big class dictionary cards for the new words. See enrichment activities for any suggestions that may be helpful.

Enrichment activities

Have the children compare the new word *in* with *is*, and the new word *the* with *this*. See if the children can think of words that rhyme with *in*, like *thin*, *pin*, *tin*, *grin*.

Exercises like those which introduced *in* and *the* should be cut out after both sides of the sheet have been used. They serve the purpose of dictionary cards. They may be pasted on oak tag and pre-

served in packs or in a box or they may be pasted into a scrapbook to form a dictionary. For a time it is perhaps better to keep them on small cards which may be used for reviewing the words.

At this point the plan of developing dictionary-like cards for other words previously introduced may be undertaken. If the previously used pages of the Preparatory Book have been preserved, words and illustrations may be found on the pages listed below. The pupils may study over the pages, clip out the word, a few illustrative sentences, and an illustration, and then make up a dictionary card more or less like those on this page or like the one, using a picture, on page 25. These words will be found printed on the pages given, but not always exactly opposite or under the illustrations. The illustrations of Jim and Judy on page 1 may be cut out and used with or without sentences containing the words. Dictionary cards for other words may be worked out from the following pages: *Mother*—2; *Father*—2; *Tags*—3, 5; *ride*—4, 5; *and*—4, 5, 10; *too*—5; *faster*—6, 16; *to*—7, 8; *said*—8, 9, 10; *I*—9, 10; *we*—10, 13; *go*—11, 13; *went*—12; *away*—13; *is*—15; *wants*—14; *this*—15, 16; *fun*—16, 17; *laughed*—17; *off*—18; *farm*—19; *car*—19.

Page 22 (Preparatory Book)

No New Words

The teacher may tell the pupils that the sentences in the first column are duplicated in the second column. They are to read each sentence in the first column and draw a line from it to the same sentence in the second column.

Alternate preparatory activities

The text of Preparatory Book page 22 may be mimeographed or hectographed, and the same procedure may be followed as has been suggested for those children who use the Preparatory Books.

Enrichment activities

The children may perform the action suggested by each sentence. The children may select one or more sentences and illustrate them.

Page 23 (Preparatory Book)*New Word**it***Minimum repetition**

it: *Preparatory Book*, pages 23, 23, 23, 23, 23, 23, 23, 23, 23.

Off We Go, pages 33, 33, 34, 37, 37, 40, 41, 42, 42.

Introduce the new word *it* by means of the dictionary-card exercise, as suggested for page 21. Give assistance as needed.

The second exercise is carried out by observing the picture, then reading the three-sentence story, then reading the following questions, and drawing a line from each question to the sentence which answers it.

In the exercises on the right side of the page, the pupil draws a line around the picture of the object which gives the answer to the incomplete statement.

Alternate preparatory activities

Put the text of the dictionary card on the blackboard. Help the pupils read it.

Make a big class dictionary card for the new word to be used for review purposes.

Put the text of the two questions and answers on the blackboard and let the pupils match them.

Put the text of the right side of the page on the blackboard and let the children give the answer orally or draw a sketch on the blackboard for each incomplete sentence.

Enrichment activities

Put on the blackboard other exercises, such as *We want to go to it — A farm, A car*. Have the pupils point to the answer.

Compare the words *went* and *want*. If necessary, put one on thin paper and place over the other, pointing out the one part in which they differ.

Compare *it*, *in*, and *is*.

*Unit III — Part 2**"OFF WE GO," PAGES 31-34***Page 31 (*Off We Go*)**

Teacher: Look at the picture on page 31. It will tell something about the stories we are going to read. What do you think these stories will be about? Yes, I think they will be about the farm.

Look at the picture and find all the animals that you can. What are their names? I shall put them on the blackboard. What other animals do you often find on a farm?

What other things do you see in the farm picture? Who can read the title on page 31? This is the title of the next group of stories.

Page 32 (*Off We Go*)

Teacher: Who are in this picture? Who will read the title?

Now let us all read the story silently.

Who will read the title again?

Who will read the first line?

Who will read the next two lines?

Who will read the last two lines?

What do you think they will do next? Perhaps the next page will tell us.

Page 33 (*Off We Go*)

Teacher: Look at the picture on page 33. What do you see in it? Whose car is in the picture?

I think that Jim, Judy, and Father are asking the man to give them some things for the car. The sentences at the bottom of the page will help us find out what is wanted for the car. Let us read these sentences silently.

After the children have had time to read, the teacher may say, "Who will read the sentences to me?"

Teacher: What did Jim say the car wanted? Yes, I think Jim said that the car wanted some water.

What did Judy ask for? Yes, I think Judy asked for some oil for the car.

And what did Father ask for? Yes, I think Father asked for some gasoline. Do you see the word at the top of the gasoline tank? This word is *gas*. Now I am sure that what Father wanted was gasoline.

What do you think Father, Jim, and Judy are going to do now? I think page 34 will tell us.

Page 34 (*Off We Go*)

Teacher: Look at the picture. Let us read this page to find out what is happening. Let us all read the whole page silently.

After the children have had time to read the page, the teacher may ask the following questions:

1. Who will read the first two sentences?
2. Who will read the next two sentences?
3. Who will read the rest of the sentences on the page?
4. Now who will read the whole page for me?

Teacher: The children say *Away we go*. Where do you think they are going? Yes, I think probably the children are going to the country. Maybe they are going to visit a farm. The next story will tell us, but before we read this story we must take up our Preparatory Book again and learn some of the words which we will need to know to be able to read the next story.

Unit III — Part 3

PREPARATORY BOOK PAGES 24-28

(PREPARATION FOR PAGES 35-37 OF *Off We Go*)

Page 24 (Preparatory Book)

New Words

right
which

Minimum repetition

right: *Preparatory Book*, pages 24, 24, 24, 24, 25, 25, 27, 27, 31.
Off We Go, pages 49, 50, 51, 52, 53, 53, 54, 54, 56.

which: *Preparatory Book*, pages 24, 24, 24, 24, 25, 25, 26, 26, 26.
Off We Go, pages 49, 50, 51, 52, 53, 53, 54, 54, 55.

Read the first exercise orally, giving special attention to the new words. Put the question *Which Is Right?* on the blackboard, and have the children read it as a whole and point to *Which* and *Right*. Write the words with small letters and compare. Then return to the exercises on page 24. The pupils read the sentences, observe the picture, reread the sentences, and draw a line under the right sentence.

Alternate preparatory activities

Place the text of page 24 on the blackboard. Conduct as outlined above. The context may be given orally or by a picture drawn on the blackboard. For example, the teacher may say, "I am thinking of a place where a man grows hay and apples and where there are many cows." Then have the children read the text and indicate the right sentence.

Enrichment activities

Compare *Which* and *which*, and *Right* and *right*.

Place more *Which Is Right?* exercises on the blackboard, as —

This went away.

I want a farm.

This laughed.

I want to ride.

Compare *right*, *ride*. Ask the children to think of other words beginning with the same sound, as *red*, *race*, *road*, etc. Have them think of words which rhyme with *right*, as *fight*, *light*, *tight*, etc. Have them do the same for *which*.

Page 25 (Preparatory Book)

New Words

calf

farmer

Minimum repetition

*calf: *Preparatory Book*, pages 25, 25, 25, 25, 25, 25, 25, 25, 25, 26.
Off We Go, pages 36, 36, 36, 36, 36, 37, 55, 56, 56.

farmer: *Preparatory Book*, pages 25, 25, 25, 25, 25, 25, 25, 25, 25.
Off We Go, pages 35, 35, 35, 35, 36, 38, 39, 39, 40.

The exercises on this page are all familiar. In each of the dictionary-card exercises the new word is illustrated as well as used in sentences. Have the children look at the picture and then try to read the sentences. See which children can work out the new words without help. Many will not succeed without help at this early stage.

Alternate preparatory activities

All the text on page 25 may be easily placed on the blackboard. Make big class dictionary cards for the new words. The teacher can act out the context for the other exercises by tooting like a car, baa-ing like a calf, pitching hay like the farmer, etc.

Enrichment activities

Put on the blackboard such words as *calf, car, farm, farmer*. Make such statements as *It rides in a car, It lives on a farm*, etc., and have the pupil point to the right word or words.

Compare the words *fun, farm, farmer; calf, car; went, want*.

Have the children give words with the same initial sound as *farmer*, such as *far, fat, face*; and as *calf*, such as *can, cat, call, catch*.

Page 26 (Preparatory Book)

No New Words

This is a review page. The pupils look at the picture first. Then they read the two questions. They may then draw a line from the sentence to the object asked about, or they may merely point out the objects with the finger or a pencil.

Alternate preparatory activities

Pictures may be found in magazines, etc., and the sentences placed on the blackboard. The pupils find the picture which goes with each sentence. If preferred, the pictures may be placed or drawn on the blackboard, and the sentences printed on cards. The teacher shows a sentence card and the pupil reads it and points to the right

picture. The teacher may show a small group of pupils this page in the Preparatory Book and ask them to point to the proper object in the picture.

Enrichment activities

The pictures may be colored. Words which give difficulty may be studied and compared with each other.

A large drawing of a farm may be made on the blackboard.

The pupils may plan a farm scene for the sand table or a corner of the schoolroom.

Page 27 (Preparatory Book)

New Words

get

like

Minimum repetition

get: *Preparatory Book*, pages 27, 27, 27, 27, 28, 28, 28, 28, 28.

Off We Go, pages 37, 37, 38, 38, 38, 38, 38, 38, 39.

like: *Preparatory Book*, pages 27, 27, 27, 27, 27, 27, 27, 27, 27.

Off We Go, pages 35, 35, 36, 40, 40, 40, 42, 42, 43.

All the exercises on this page are familiar types. The pupils may need help with the dictionary cards.

Alternate preparatory activities

Put the text of page 27 on the blackboard with appropriate sketches for those exercises that need them. Proceed as directed for previous similar exercises. Make big class dictionary cards for the new words.

Enrichment activities

Make up a new text about the farm and place it on the blackboard for reading. Continue with pictures or sand table scenes about the farm, or make a miniature farm from frame boxes for the schoolroom.

Compare *like* with *ride*. Have the children give other words that have the same beginning sound as *like*, such as *look*, *lost*, *little*.

Compare *get* with *go*. Ask the children to think of other words with the same initial sound, as *got*, *gate*, *gun*.

Page 28 (Preparatory Book)

No New Words

The pupils read the sentences and draw a line from the sentence to the picture which goes with it. Since the page contains no new words, the pupils should have no trouble with the reading.

Alternate preparatory activities

Put the sentences on the blackboard. Illustrate one sentence in each group and have the children indicate the sentence which describes the picture.

Enrichment activities

Compare the words *Farm*, *Farmer*, *Father*; *calf*, *car*.

Unit III — Part 4

"OFF WE GO," PAGES 35-37

Teacher: Who remembers the last story we read in our story-book?

Let the children recall the last episode as well as they can.

Teacher: I think it would be a good idea to read the last story before we read the new one.

Open your books to page 32. Who will read this page to me?

Who will read page 33?

Who will read page 34?

Do you notice in the picture on page 34 that the car is already in the country? Now let us read the next story which begins on page 35 and see what happens.

Page 35 (*Off We Go*)

Teacher: Look at the title of the story. Who will read the title?

Now look at the picture. Whom do you think is the man shaking

hands with Jim? Does Tags seem to be afraid of the man or does he seem to be pleased?

What else do you see in the picture?

Now let's read the story. Read page 35 silently.

Who will read the title and the first three lines?

Who will read the next three lines? Do you think the children are happy now that they have reached the farm?

What do you think they will do? Let's read and find out. Turn to page 36.

Pages 36-37 (*Off We Go*)

The teacher should encourage the children to discuss the pictures on these two pages.

Teacher: What is Jim holding out toward the calf? Yes, I think it is a cap.

What has happened to the calf on page 37? What is Tags doing? What is Jim doing? Now let's read the story and see what is happening.

Who can read the title of the story?

Now let's all read the story on pages 36 and 37 to ourselves.

Who will read the first three sentences on page 36? Was the calf afraid of Jim?

What did Jim do when the calf came to him? Who will read the next three sentences?

What made the farmer laugh?

Who will read the first two sentences on page 37?

Who will read the next two sentences which tell what Jim said?

Who will read the last two sentences?

Now who will read the whole story — all that is on pages 36 and 37?

Well, it looks as if Jim and Judy were going to have a pretty exciting time at the farm, doesn't it?

Later we will read some more interesting stories in our book about what they did on the farm. Now we will take up our Preparatory Book again and learn some new words so that we can read the other stories easily.

Unit III — Part 5

PREPARATORY BOOK PAGES 29-32
(PREPARATION FOR PAGES 38-44 OF *Off We Go*)

Page 29 (Preparatory Book)*New Words*

hay

wagon

Minimum repetition

hay: *Preparatory Book*, pages 29, 29, 29, 29, 29, 29, 29, 29, 29.
Off We Go, pages 38, 38, 40, 40, 41, 42, 42, 42, 42.

wagon: *Preparatory Book*, pages 29, 29, 29, 29, 29, 29, 29, 29, 30.
Off We Go, pages 38, 38, 38, 43, 43, 46, 55, 59, 59.

All the exercises on this page are familiar. See how many children can do the dictionary-card exercises without help. Give help promptly when needed. The children may draw a picture in the blank space to illustrate the text on the right side of the page.

Alternate preparatory activities

Put the text of the dictionary cards and the two exercises below them on the blackboard and see how many pupils can do them without help.

The story on the right-hand side of the page may be written on the blackboard, and the children may read it orally.

The teacher may make big class dictionary cards for the new words for review purposes.

Enrichment activities

Make a list of the farm words already learned — *wagon, hay, calf, farmer, farm, car*. The children may illustrate each word and the teacher may print labels for each picture.

Compare *wagon, want, went*.

Page 30 (Preparatory Book)*New Words*

on

up

Minimum repetition

on: *Preparatory Book*, pages 30, 30, 30, 30, 30, 31, 31, 31, 31.*Off We Go*, pages 42, 42, 42, 42, 42, 43, 43, 46, 61.up: *Preparatory Book*, pages 30, 30, 30, 30, 30, 30, 31, 31, 31.*Off We Go*, pages 39, 39, 39, 39, 39, 41, 41, 41, 41.

All the exercises on the page are familiar types.

Alternate preparatory activities

Reproduce the text on the blackboard, and draw pictures to illustrate the various exercises. Proceed as directed for previous similar exercises.

Enrichment activities

Action sentences, such as *Go up*, *Go away*, *Go in*, may be placed on cards or the blackboard for review.

Page 31 (Preparatory Book)*New Words*

horses

time

Minimum repetition

*horses: *Preparatory Book*, pages 31, 31, 31, 31, 31, 31, 31, 31, 31.*Off We Go*, pages 39, 39, 39, 39, 43, 46, 55, 56, 58.time: *Preparatory Book*, pages 31, 31, 31, 31, 31, 31, 32, 33, 33.*Off We Go*, pages 44, 45, 45, 47, 47, 60, 60, 60, 61.

The pupils may need help with the dictionary cards. All exercises on this page are familiar.

Alternate preparatory activities

Place on the blackboard materials similar to those on this page. Draw illustrations for them and follow directions given earlier for

similar exercises. Make big class dictionary cards for the new words for review purposes.

Enrichment activities

Add *horse* to the list of farm words. Compare *horse* and *hay*. Have the children think of other words beginning with the same sound, such as *hat*, *hello*, *house*. Ask the children to think of words that begin like *time*, as *true*, *Tags*, *toy*, etc.

Page 32 (Preparatory Book)

No New Words

This is a review page using a familiar type of exercise. The picture gives the situation. The pupil finds the answer to the question among the three following sentences and draws a line under the right one.

Alternate preparatory activities

Put the exercises on this page on the blackboard. Draw or find pictures to show, and have the pupils find the right sentence or read the right sentence and point to the picture.

Unit III — Part 6

"OFF WE GO," PAGES 38-44

Teacher: Who remembers what happened in the last story we read in our storybook? The last story is on pages 36 and 37. Who would like to read this story for us?

Another interesting story begins on page 38. This is a long story. It runs from page 38 to the bottom of page 44. But we have read every word that is in it and I am sure we can read the story without any trouble. Open your books to page 38.

Page 38 (*Off We Go*)

Teacher: Look at the picture on page 38. What is this a picture of? Who is driving the horses? What is Jim trying to help Judy do? What do you think they are going to do?

Who will read the title?

How many of you have ever seen a farmer gather the hay?

Let us read page 38 and see what Jim and Judy do. Read the story silently.

Let the children read the story and then ask for volunteers to read the page aloud. Ask as many different children to read the page as seems desirable.

Teacher: What do you think the children will do next?

Page 39 (*Off We Go*)

Teacher: What is happening in the picture on this page?

Let the children discuss the picture freely.

Teacher: What does a farmer say to his horses? Let's read this page. It tells what the farmer says. You can read it silently.

Now who will read the first three sentences? Who will read the next three sentences? Now let's see what happened next. Turn to page 40.

Pages 40-41 (*Off We Go*)

Teacher: What are the children doing in the picture on page 40? What do they have in their hands?

Let's read the sentences on this page. You can read them silently.

Now let's look at the next page.

What is happening on this page? Let's read and see what the children are doing and what they say. Read the page silently.

Who will read this whole page for me?

Who else would like to read the page?

There is more of this story on the next page. So let's turn to the next page.

Pages 42-43 (*Off We Go*)

Teacher: What do you see in the picture on page 42?

Let the children discuss the picture.

Teacher: Now read the page to yourselves.

Who will read the first two sentences?

Who will read the next three sentences?

Who will read the whole page?

What do you think Jim and Judy are going to do now? Perhaps we can find out by reading the next page.

Read page 43 silently.

Who will read the first three sentences?

Who will read the next three sentences?

Who will read the whole page?

What do you think they are going to do now?

Encourage any child who volunteers to tell something about his experiences on the farm — what he has seen, what is done with the hay, and so on.

Page 44 (*Off We Go*)

Teacher: Well, let's turn to the next page which is the last page of the story. What is happening in the picture?

Let's read the story and see what it says. You may read it silently.

Who will read the first four sentences?

Who will read the next two?

Why did the children get off the hay wagon?

Where do you think they are going now?

What do you think the farmer will do with the hay?

Encourage the children to tell all they know about putting hay in the barn, feeding it to the horses and cattle, and so on.

Teacher: Do you think it would be fun to read this whole story again? It is a rather long story, but I think that we can read it all in a very short time. It begins on page 38.

The teacher may call on particular children or let the children volunteer to read the story from the beginning. She should use her own judgment concerning the amount to let each pupil read. After the story has been finished, she may ask the children to relate the main events. In many instances it may be desirable and possible for the children to go back and find the sections which give particular details. For example, one child may find and read what the farmer says to the horses when he wants them to go ahead. Another may find and read the sentence that tells about the farmer inviting the children to get in the hay wagon.

Teacher: There is another story in our storybook. But it has some new words. We shall learn these new words in our Preparatory Book. Then we can read the story easily.

Enrichment activities

Words which offered the children particular difficulty or which were confused with each other in reading this story should be reviewed and studied in connection with the next period of work in the Preparatory Book.

If it is possible to do so, the teacher may arrange to have the children visit a farm.

The children may draw pictures of horses and other farm animals or cut them from magazines. Simple texts may be composed to accompany the pictures.

The children may discuss the work of farm horses and tell how they help the farmer.

The children may relate their own experience on farms or with farmers. Some of these stories may be printed on oak tag for the children to read in their leisure time.

The children may make a toy farm on the sand table or in some corner of the schoolroom. They may construct barns, houses, hay wagons, etc., and prepare cutouts of different animals, haystacks, etc.

The unit on the farm could culminate very happily in the development of a farm booklet, containing drawings or pictures found in magazines and text written for the children by the teacher or made up of sentences and words cut out of used Preparatory Book pages. See the General Manual (Chapter III) for general suggestions.

Supplementary reading may be provided by composing such sentences as:

Judy went up on the —.

Jim likes to ride on a — —.

"Get up — — —," said the farmer.

Tags went up on the —.

"Time to —," said Father.

The children read these sentences and supply the missing words.

Phrases like the following, *Off we go*, *Off the hay*, *Time to go*, *In the car*, etc., may be placed on the blackboard and the children asked to reread the story and report when they find one of these phrases.

Unit III — Part 7

PREPARATORY BOOK PAGES 33-34

(PREPARATION FOR PAGES 45-48 OF *Off We Go*)**Page 33 (Preparatory Book)***New Words*

bed

supper

Minimum repetition

bed: *Preparatory Book*, pages 33, 33, 33, 33, 33, 33, 33, 33, 33, 33.
Off We Go, pages 47, 47, 48, 48, 48, 48, 48, 48, 56.

supper: *Preparatory Book*, pages 33, 33, 33, 33, 33, 33, 33, 33, 33, 33.
Off We Go, pages 45, 45, 45, 45, 45, 45, 45, 57, 57.

All the exercises on this page are familiar except that in the material on the right there are four choices instead of the two or three in earlier exercises.

Alternate preparatory activities

Reproduce the text of the page on the blackboard and conduct as previously. See note above concerning the exercise on the right side of the page. Make big class dictionary cards for the new words

Enrichment activities

Complete the dictionary of all the words introduced in the Preparatory Book. (The teacher should be sure that the children cut out the dictionary cards *after* they have completed page 34.)

Have the children think of some words which begin like *supper*, such as *sleep*, *swim*, etc., and words that rhyme with *bed*, such as *head*, *lead*, *said*, etc.

Compare *bed* with *get*.

Page 34 (Preparatory Book)*No New Words*

This page reviews words recently introduced. The type of exercise is familiar.

Alternate preparatory activities

The text of the page may be put on the blackboard or cards or mimeographed and used as previously.

Enrichment activities

Compare carefully words in several groups, especially those which begin alike or are otherwise similar, such as *calf*, *car*, *off*; *want*, *wagon*, *went*; *farmer*, *farm*; *rides*, *likes*; etc.

When a pupil mistakes one word for another, the basis of the difficulty should be detected and the pupil given help. For example, if *car* and *calf* are confused, the endings should be noted. If *went* and *want* are mistaken for each other, the inner portion should be studied. If *Mother* and *Father* are confused, the initial parts should be examined.

The teacher should continue to stress the importance of always observing a word in the left-to-right direction. See Chapter III in the General Manual for suggestions.

Unit III — Part 8**“OFF WE GO,” PAGES 45–48**

If desired the teacher may have the children reread some of the preceding episodes, such as those on pages 35–44, before taking up the new story.

Teacher: At the end of the last story we read that Father said, “Time to go!” What do you think the children did then? Yes, they probably drove back to their home. The next story tells us what they did after they got home.

Page 45 (*Off We Go*)

Teacher: Look at the picture on page 45. What do you think is the first thing they did? Yes, they had supper and they were probably very hungry. Let’s read what they said. Read page 45 silently.

What do you think the children will do after supper?

Let’s read the next two pages and see.

Pages 46-47 (*Off We Go*)

Teacher: Look at the pictures on these two pages. What is Father doing? What is Mother doing? What is Jim doing? What is Judy doing?

I think they are also talking about something. What do you think they are talking about? Let's read and see.

I will read the first sentence on page 46 to you. It is two lines long. There was so much to say in the first sentence that some of the words had to be brought down to the next line. When you read the first sentence you do not stop at the end of the first line. I will put the sentence on the blackboard and show you how to read it. You should begin at the left and read all the way to the end of the line. Then you should go back to the beginning of the second line and read it through before you stop.

The teacher may demonstrate how the eyes move along in reading two-line sentences.

Teacher: Now you can read page 46 and page 47 to yourselves. See if you can find any other sentences that are two lines long.

After the children have finished let any volunteer read the two-line sentences on page 47.

Teacher: Now let's read pages 46 and 47 aloud.

Call on different children to read parts of these two pages.

Teacher: Our story ends on the next page. So let's turn over and see what happens.

Page 48 (*Off We Go*)

Teacher: What are the children doing in this picture? Yes, they have had a very busy and a very happy day. They are probably tired and they are now going to bed. Let's see what is said on this page. You may read the sentences to yourselves.

Who will read the sentences on this page for us?

Did anyone see a two-line sentence on this page? Please read it.

The teacher should give assistance to any pupil that has difficulty with the two-line sentence.

Enrichment activities

The teacher should note any words that gave particular pupils difficulty in the reading of this last section. If desired, these words may be reviewed in exercises on the blackboard, such as those suggested for the Preparatory Book. All of the words, however, are reviewed on pages 49-64 of *Off We Go*. These pages contain no new words.

Pages 49-64 present again many of the objects, concepts, and episodes presented in the farm story as well as the earlier part of *Off We Go* and provide good incentives for rereading the stories and reviewing words that offer difficulty.

During the work with the remainder of *Off We Go* the children may go ahead with whatever farm projects they may have started, such as making a class booklet, individual booklets, farm picture and text, developing a model farm, playing farm games, singing farm songs, gathering samples of farm products, etc.

Unit IV**"OFF WE GO," PAGES 49-64**

These pages review the words and concepts presented in the stories in this book. They form excellent tests of the child's mastery of the forty-two words used in the book. They provide opportunities for interpreting pictures and constructing original stories and telling experiences related to the situations presented.

Full directions for doing the exercises on pages 49-64 are given in this Manual under Plan Two (pages 142-144). These directions suggest somewhat fuller instructions to the pupils than will be required by those who used the Preparatory Book. Children who have used the Preparatory Book have already had much experience with exercises quite similar to those found on pages 49-64 of *Off We Go*.

It should be noted also that for children who have used the Preparatory Book there will be no new words in these pages. By making proper modifications of the directions on pages 142-144, in the light of the more extended experience of the children with Preparatory Book

type activities and their greater experience with the words, the general procedures may be followed.

Unit I (Plan Two)*

"OFF WE GO," PAGES 1-14

Pages 1-14 of *Off We Go* should have already been presented to the children, whether Plan One or Plan Two is used. (See pages 48-54 of the Manual for the lesson plans.)

Unit II (Plan Two)

"OFF WE GO," PAGES 15-30

Page 15

New Word

ride

Minimum repetition

ride: pages 15, 15, 15, 16, 17, 17, 17, 17, 18.

Preparatory activities

This unit provides further stories about Jim and Judy which are in this instance told by both pictures and text. The children have already had experience in watching the teacher read, in observing that in reading one moves from left to right across the line, and in observing how the return sweep is made from the end of one line to the beginning of the next. The children are already accustomed to handling books, are aware of the need of reading pages in sequential order, and are becoming increasingly aware of the uses and purposes of reading. Consequently, they are now prepared to take up the actual reading processes.

In presenting the remaining units of *Off We Go*, the teacher should divide the class into groups of children no larger than she can handle

* Plan Two is used when Preparatory Books and Activities are omitted, and the child uses only his reading book. (See page 45 of this Manual.)

easily. She should be able to make sure that every child is following her instruction with understanding and is really enjoying learning to read.

If the teacher desires she may prepare a large reproduction of the first few pages in Unit II on sheets of paper or on oak tag or on the blackboard and conduct the lesson from this reproduction first. The pupils then turn to *Off We Go* and read and discuss the pages which were reproduced. This should be done only for a few pages — rather than for all of Unit II. The text may be reproduced in large size by using a stamping set or by printing the words, in letters as similar as possible to those in the book, with a brush, wide pen, large crayon, or chalk. *Never reproduce the text in script or cursive writing.* With this enlarged material, the teacher may proceed essentially as suggested in the following page-by-page Daily Lesson Plans for using the Pre-Primer itself. When the chart or blackboard enlargement is used first, the book is taken up immediately. The teacher tells the pupils that the same story is in the book. They then read it with such help from the teacher as may be needed.

Teacher: We have been reading a story that was told only with pictures. Now we are going to read stories that are told with pictures and with sentences.

Open your book to page 15. What do you see in this picture? What do you think the stories will be about? Have you a scooter? Tell us how you ride a scooter.

The children should look at and discuss the picture thoroughly.

Reading

Teacher: Now look at the words. They are at the bottom of the page. They say what Jim and Judy do. They say *Ride, Ride, Ride!* Is that what Jim and Judy do?

Ride, Ride, Ride! is the name of the group of stories we are going to read.

The teacher may repeat the words, and the children may say them with her. The children should be led to observe that when they say these words, they repeat the same sound three times. The teacher may print the words *Ride, Ride, Ride!* on the blackboard,

and the children may read the words from the blackboard. The children should not only become aware of the fact that the three words in the book are identical but that the words which they are reading from the blackboard are identical with those they are reading from the book.

Enrichment activities

The teacher may suggest to the children that the word *ride* which they are learning may be used for purposes other than titles. She may ask the children to give a sentence with the word *ride* in it, such as *Jim rides, Judy rides, I ride*. The teacher may print the sentences suggested on the blackboard and encourage the children to read them. The sentences may be transferred to oak tag for later reading.

The teacher may point out to the children that some words may sound alike. *Ride, slide, and glide* sound alike.

The teacher may talk about things on which one can ride.

The children may draw pictures of people riding in automobiles, trains, airplanes, etc.

Pages 16-17

New Words

Page 16

Jim

Page 17

I

said

Minimum repetition

Jim: pages 16, 16, 17, 21, 21, 22, 22, 22, 23.

I: pages 17, 17, 19, 19, 20, 20, 32, 32, 32.

said: pages 17, 19, 20, 22, 23, 24, 25, 26, 27.

Preparatory activities

Teacher: Today we have a story that is two pages long. It begins on page 16 and it ends on page 17. The story is about Jim and his scooter. Let us turn to page 16 and look at the picture.

The children should look at the picture on pages 16 and 17 and discuss it. The teacher should explain that it goes across both pages.

Reading

Teacher: The first word tells the boy's name. You know who this boy is, don't you? Who will read the boy's name for us? Yes, the word says *Jim*. The next line will tell us what Jim does. Jim rides. That is just what this line tells us. Who will read the line?

The teacher should encourage various children to read the sentence and should observe each child as he attempts to read. If a child is having difficulty, she should assist him promptly.

The teacher may print the story on the blackboard (if she began with the book first) and ask the various children to go to the blackboard and read the story. As the child reads, he should be encouraged to indicate with his hand the sweep from left to right.

Teacher: Now we must read the rest of this story. The rest of the story is on page 17. This part of the story tells what Jim said. Look at the first line. I will read it for you.

Who will read this sentence again?

The teacher may point out that the quotation marks before and after *I ride* show that the words were spoken by somebody.

Teacher: Look at the second line. You will be able to read this line without any trouble. It begins just as the first line does. It begins this way: *I ride*. Who can finish the sentence?

The teacher should give the children ample time to inspect the sentence and to read it aloud. The teacher should give any necessary help quickly and tactfully so that no child will fail in reading the line.

Teacher: Now that we have read the whole story, perhaps you would like to read it again. The story begins on page 16, and it ends on page 17. First you will have to read page 16 to yourselves and then you will have to read page 17.

The children should be given time to read the story silently. No particular issue should be made about lip movement at this time. The teacher should, however, observe the children and if she finds a child articulating, she may tell him quietly that he will read more easily and more quickly if he doesn't move his lips.

After the children have had an opportunity to read pages 16 and 17, the teacher may read the material orally. Various children may then read the two pages orally to the group.

Enrichment activities

If the teacher started directly with the book, rather than with an enlarged text on the blackboard or a chart, she may now print the text of pages 16 and 17 on the blackboard. The children may look at their books and determine whether the story on the blackboard is the same as the story in the books.

The children may read the story on the blackboard.

The teacher may suggest that she print the story on oak tag and put it in a corner of the room where the children may read it at their leisure.

The children may study the picture on pages 16-17. They may select a title for the picture.

The teacher may point out that the class is now able to read the names of the children in the book and that it would be fun if each child in the class could learn to read his own name. The teacher may print the full name of each child on oak tag. The piece of oak tag carrying the name of the child may become the child's property. He may use it to study, in playing games, etc.

Pages 18-19

New Words

Page 18

Judy

Page 19

too

Minimum repetition

Judy: pages 18, 18, 19, 20, 21, 21, 24, 24, 24.

too: pages 19, 21, 23, 25, 26, 27, 32, 35, 37.

Preparatory activities

Teacher: Yesterday we read about Jim and what Jim did. That story was on pages 16 and 17. Who would like to read those pages again this morning?

The teacher should encourage the children to read the material on pages 16 and 17 both silently and orally.

Reading

Teacher: Today we are going to read a story about Judy. The story begins on page 18. Turn to pages 18 and 19 and look at Judy. Do you think that Judy likes to ride, too? Judy's name is the first word on page 18. Can anyone find her name?

We can read this page because we know all the words. Read the story silently, and then we will read it aloud.

The teacher should give the children ample time to look at page 18 and should assist them in reading the material. After the children have read the material silently, various children may read it orally.

The teacher may print the text on the blackboard. The children should examine the text on the blackboard and compare it with the material in their books. Various children may read the material from the blackboard, indicating with their hands the left-to-right direction of reading.

Teacher: Look at page 19. Look at the first sentence on page 19. Do you think that Judy likes to ride, too? This sentence tells something that Judy said. Read the sentence and see if you can find out what Judy said.

The teacher may point to the quotation marks before and after the words that Judy said and merely say that these marks are used to show that these are words which somebody said.

The teacher should allow the children sufficient time to read the sentence silently and should assist any child who is having difficulty with the word *too*. After the silent reading various children may read the sentence orally.

Teacher: I am sure that you can all read the next sentence. Look at it carefully. Now who can read it to me?

Who can read both the sentences on page 19?

Now let us read these pages to ourselves. We will have to begin on page 18 and read everything on page 18. Then we will have to read the sentences on page 19. When you have read these pages to yourselves, you may read them aloud.

Enrichment activities

The teacher may print the text of pages 18 and 19 on the blackboard. The children may read the material orally, demonstrating the left-to-right direction of reading.

The teacher may ask the following questions about the text on pages 18 and 19:

1. Who will read the girl's name?
2. Who will read what Judy did?
3. Who will read what Judy said?

Print the words *Jim* and *Judy* on the blackboard. Have the pupils compare the two words and note similarities and differences. They may note that the last letter in *Judy* hangs below the line. The pupils may find the names in the text on pages 16-19.

Put on the blackboard such rearrangements of the text as the following:

Jim said, "I ride."
I said, "Jim rides."
"I ride, too," said Jim.
Jim said, "Judy rides."
Judy said, "Jim rides."

Page 20*New Words*

and
faster

Minimum repetition

and: pages 20, 21, 21, 22, 24, 25, 25, 26, 26.

faster: pages 20, 20, 20, 21, 21, 21, 21, 25.

Preparatory activities

Teacher: Did you ever have a race with anyone? Is it fun to race? Perhaps you have raced on your skates, or on a bicycle. When you race, you must ride faster and faster, mustn't you? On page 20 Judy is racing with Jim. She is racing faster and faster. Let us look at page 20 and find out what is happening.

The teacher should give the children sufficient time to discuss the

picture thoroughly. The picture often gives the child the clue to new vocabulary.

Reading

Teacher: What do you think Judy said as she was riding faster and faster? Look at the first line. Who will read it for us?

Various children of the group may read this sentence. The teacher should encourage them to make the attempt and, if they have any difficulty, should assist them promptly and tactfully.

Teacher: Look at the sentence on the next line. Try to read it to yourselves.

Who can read it to the rest of us?

Who will read the two sentences on page 20?

The teacher should encourage all the children to read the text orally after having read it silently.

Teacher: I am going to print this page on the blackboard. Watch my hand as I print. I print from left to right, don't I? I print in the same direction that I read. Who will read the first line that I have printed?

Who will read the second line?

Who will read the whole page?

Enrichment activities

Say the word *faster* and help the pupils to suggest other words that end as *faster* does. Their responses may include such words as *slower*, *bigger*, *quicker*, *taller*, etc. Have them use the suggested words as *slow* in *slower*. Help them to compose a sentence or pairs of sentences in which both the little and the big word are used, as *My dog is big, but Jim's dog is bigger*. All this should be *oral* work.

See if the pupils can think of words which rhyme with *and*, such as *hand*, *land*, *sand*, *grand*. Make jingles with these words.

The children may make pictures of racing on roller skates, with wagons, with bicycles, etc. Each child may select a suitable title for his picture, and the teacher may print the title under the picture.

Socially adjusted children who are not timid before the group may discuss their pictures with the class.

Page 21*New Words*

away
went

Minimum repetition

away: pages 21, 23, 23, 23, 23, 25, 25, 25, 25.

went: pages 21, 21, 21, 22, 23, 23, 24, 25, 25.

Preparatory activities

The children should examine the picture on page 21 and discuss it. The teacher may indicate the first line and tell them that this is the name of the story. She should show them that the words of the title are blacker than those in the story. The children may try to guess the name of the story, and the teacher may read the title to them. The children may guess what the story will be about.

Reading

Teacher: Judy went faster and faster. Do you think that Jim tried to catch up with her? What do you think Jim did? Look at the name of the story again. Can you read it? Now look at the next line. I will read that for you.

After the teacher has read the sentence, the children should read it silently and then read it orally.

The teacher may print the sentence on the blackboard and have several children read it, demonstrating the left-to-right direction of the eye in reading.

The teacher may allow the children to read the second sentence silently, and then orally. If they have any difficulty, the teacher should assist them immediately. She should never allow a child to become embarrassed in the early stages of learning to read. The mere fact that the child has encountered a word previously and should be familiar with it should not cause the teacher to be insistent that he work the word out. If he has forgotten the word, the teacher should assist him and should not permit him to remain "stalled" on a word.

Teacher: You will be able to read the last sentence without any trouble if you will study it carefully.

Various children may read the sentence, the teacher assisting them if necessary.

Teacher: Now we have read the whole page. Let us look at the page again. Who will read the title of the story?

Who will read the first sentence?

Who will read the sentence that tells us that Jim went faster and faster?

Who will read the sentence that says that Judy went faster and faster, too?

Enrichment activities

The teacher may print the text of page 21 on the blackboard. Various children may read the story from the blackboard, indicating the left-to-right direction of reading by sweeping their hands under the words.

Compare *and* and *away*. If necessary, put *and* on thin paper and place it over *away* so that it can be seen that both are alike only in the initial *a*. See if the pupils can think of any words that begin with the same sound as *went*; for example, *water*, *wash*, *will*, *wish*. Then see if they can think of words that end like *went*; for example, *tent*, *sent*, *rent*.

The children may write another story about Jim and Judy and the scooters. They may write a story similar to the following:

Away went Judy.

Away went Jim, too.

Jim went faster.

Judy went faster and faster, too.

The story may be printed on oak tag for the children to read in their leisure time. The children may make pictures for their story. The teacher should encourage the writing of this type of story in which words are rearranged to form new text, for this type of story gives excellent review of words and at the same time gives further practice in correct eye movement.

Pages 22-23*New Words*

Page 22

Tags

to

Page 23

go

we

Minimum repetition

Tags: pages 22, 22, 22, 22, 23, 23, 24, 24, 24.

to: pages 22, 24, 27, 27, 28, 29, 29, 31, 32.

go: pages 23, 23, 25, 25, 27, 29, 31, 32, 32.

we: pages 23, 23, 25, 25, 31, 32, 32, 34, 34.

Preparatory activities

Teacher: Today we are going to read a new story in our books. It is about the scooters and about Tags. The story begins on page 22, and it ends on page 23. Look at these pages. Do you think that Tags wants to ride, too? What do you think will happen? Let's read the story and find out.

Reading

Teacher: Can you find the title of this story? Who will read the title for us? Yes, the title is *Jim and Tags*.

The teacher may allow each child to read the title orally.

Teacher: What do you think Jim said when he called Tags? The first sentence tells what Jim said. Read the sentence to yourselves, and then you may read it to the rest of us.

Each child should read the sentence silently, and then orally. If a child is having difficulty, the teacher should assist him immediately.

Teacher: Do you think that Tags went to Jim when Jim called him? Look at the second sentence. Look at it carefully, and then tell me what it says.

Now we have read all of page 22. Who will read it again for us?

Let us look at the next page of this story. The first line on page 23 tells what Jim did. Who can read this line?

The next line tells about Tags. Study this line. Who can read it for us?

Various children should read the first two lines of the text.

Teacher: The next two sentences tell about the ride. The third sentence says "*Away we go,*" said Jim. Can you find the sentence?

The teacher should make sure that all the children have found the sentence which she is reading.

Teacher: Who will read the sentence again for us?

Study the next sentence. Who can read that sentence?

Who can read all of page 23 for us?

The teacher should review pages 22 and 23, encouraging individual children to read the entire story aloud.

Teacher: Who will read the title of the story? Who will read what Jim said when he called Tags? Who will read what Tags did? Who will read the rest of the story?

Enrichment activities

Print the text of pages 22 and 23 on the blackboard or on a chart. Various children may read part of the text, demonstrating the left-to-right direction of reading. The children may tell of their own experience in taking pets for a ride in a toy wagon, etc., or they may make up stories about taking pets for rides.

The children may draw pictures to illustrate their stories, and they may suggest appropriate titles for the pictures. The teacher may label the pictures with these titles.

Have the pupils reread page 22. Call attention to the fact that in the second sentence *Tags* and *to* begin with the same sound.

Prepare cards with the words *Jim*, *Judy*, *Tags*. Showing the card *Jim*, ask the pupils to look at the text of page 22 on the blackboard or chart and find the word which looks like the card. Indicate the word *Jim* in the title so that appropriate eye movement will take place. Help the pupils to see that the first word in the title and the word on the card are identical. Then ask the children to tell what the word is.

Then place the card under *and*. Ask the pupils to tell whether these two words are the same. Then compare the card with *Tags* in

the title. Proceed to the beginning of the first sentence and place the word in turn under each word in the sentence, doing this in the order in which the words are read in the sentence. Proceed in the same manner with the second sentence. Then place the card *Tags* in turn under each word in the entire text. Have the pupils tell when the word card corresponds with the word on the chart. Compare the card *Judy* as directed above with each word on the chart and have the pupils observe that *Judy* does not appear on this chart. If it seems desirable a similar procedure may be followed with the chart for page 23.

Compare *to* and *too*. Point out the difference. Then add *go* and compare the three words. See if the children can think of other words that begin with the same sound as *Tags* and *to*; for example, *took*, *toy*, *Topsy*, *tell*, *tail*. See if they can think of words that end with the same sound as *go*, as *low*, *row*, *sew*, *mow*; and with *we*, as *see*, *flea*, *tree*, *bee*.

Pages 24-25

Pages 24-25

No New Words

Preparatory activities

Since the text contains no new vocabulary, the children will be able to read it with little difficulty. They should be encouraged to read the entire text at one time.

Teacher: Turn to page 24. A new story begins on page 24. It is a long story. So we will read it in parts. The first part is on pages 24 and 25. Look at the picture on these pages and tell me what you think this story is about. Can you find the title of this story? The title will tell us what the story is about.

Reading

Teacher: Let us read this story to find out what is going to happen to Judy and Tags. Read all of page 24, and then read all of page 25. When you have read the story silently, we will read it aloud.

After the children have read the material silently, the teacher may

ask the following questions, and the children may read aloud the sentences which answer the questions.

1. Who will read the title? The title is on page 24.
2. Who will read what Judy said?
3. Who will read where Tags went?
4. Read the first sentence on page 25.
5. Who will read the rest of page 25?
6. Who will read pages 24 and 25 to us?

Enrichment activities

The children may leaf through the pages which they have already read and select the page which they like best. They may read the text silently, and then read it orally to the teacher or to a small group of children. In the case of a timid child, the teacher will probably find it advisable to have him read to her rather than to the group. Well-adjusted children, however, will enjoy the experience of such oral activities with the group.

Let the pupils compare several of the words on these pages and note how they differ. *Jim* and *Judy* should be carefully compared, and both compared with *Tags*.

Pages 26-27

New Words

Page 26

laughed

off

Page 27

Mother

Minimum repetition

laughed: pages 26, 26, 26, 26, 27, 27, 30, 30, 35.

off: pages 26, 26, 28, 28, 32, 32, 44, 44, 44.

Mother: pages 27, 28, 28, 29, 30, 30, 45, 46, 47.

Preparatory activities

The teacher should review the events of the story on pages 24 and 25 and should stress particularly the fact that Judy and Tags were

going very fast. The teacher should point out that something might happen because Tags and Judy were going so fast.

Reading

Teacher: The first sentence on page 26 tells what happened to Judy. You will know the first word in the sentence if you remember the first word in the name of your book. Yes, that word is *off*, isn't it? Look at the first sentence carefully.

Who can read it for us?

Now read the second sentence to yourselves.

Who can read the second sentence aloud?

What did Jim do? The next sentence will tell you. Can you guess what Jim did when he saw what happened to Judy and Tags? Look at the picture. It will tell you. Yes, Jim laughed. Jim just could not help laughing, for Judy looked so funny! And Tags looked funnier still in that mud puddle. Who will read the sentence that tells you that Jim laughed?

Someone else laughed, too. The next sentence will tell you who else laughed. Read the next sentence silently, and then read it aloud.

Look at the last sentence and find out what Judy said. Who will read this sentence?

Who will read all of page 26?

Individual children may read the entire page, or parts of the page may be reread in answer to the teacher's questions.

Teacher: Some more of the story is on page 27. Look at page 27. Read the first sentence to yourselves. Then read the second and third sentences to yourselves.

Who will read the first three sentences aloud?

The rest of the page tells what Jim said to Tags. He told Tags to go to someone. Who do you think it was? Yes, it was Mother. Jim told Tags to go to Mother.

Read the rest of the page to yourselves, and then we will read it aloud.

What did Jim say to Tags?

Why do you think Jim told Tags to go to Mother?

Enrichment activities

The children may study the picture again, enjoying the humor that it portrays, and they may discuss the specific details of the picture.

The children may read the text on pages 26 and 27 again to find the sentence which contains the word *Mother*. This sentence may be read orally.

Put the words *Mother* and *faster* on cards or the blackboard and compare them carefully. Also compare these two words with *laughed*.

A group story may be composed about Mother. It may tell about the work she does in the home; a shopping trip with Mother; a visit with Mother; or any similar subject. The teacher may print this story on the blackboard and read it to the children. She may print it on oak tag for later reading. Many such group stories should be developed from time to time and should be placed where the children can find them easily for further reading.

The teacher may print the word *go* on the blackboard in its upper- and lower-case forms. She may point out to the children that these are two forms of the same word. If the children are having any difficulty with upper- and lower-case forms, she may present other words.

The teacher may ask the children to listen to the sound in the first part of the word *go*. They may suggest other words that have the same initial sound, such as *good, got, gone*. It is inadvisable to emphasize the learning of the letters. This will be done gradually throughout the year.

Page 28*New Words*

is
this

Minimum repetition

is: pages 28, 29, 30, 30, 34, 35, 35, 36, 40.

this: pages 28, 29, 30, 30, 33, 33, 35, 35.

Preparatory activities

The teacher may review quickly the work on pages 26 and 27. The children should recall that in that particular part of the story Jim told Tags to go to Mother after he had fallen into the mud puddle.

Teacher: What do you think will happen now? The next part of the story is on page 28. Find this page. Look at the picture on page 28. Is Mother laughing? What is Jim doing? What do you think he is talking about? Is he explaining to Mother what happened?

Reading

Teacher: We can look at the picture and guess what is happening, but we cannot tell exactly what Mother is saying to Tags, can we? The story will tell us what Mother is saying. Look at the first sentence and read it carefully to yourselves.

Who is ready now to read it to the class?

The teacher should encourage each child to read the sentence orally, assisting him in the event of any difficulty.

Teacher: Tags is so covered with mud that Mother hardly knows the little white dog. What do you think she might say? Yes, she might say *Can this be Tags?* or *Is this Tags?* I think she would say *Is this Tags?* Look at the next two lines and try to read what Mother said.

After the children have attempted to read the two lines silently, they may read them orally. If they hesitate when reading the second line, the teacher should help them promptly.

The children may read the rest of the page silently.

Teacher: Now that we have read the page, who will find the sentence that tells to whom Tags went? Who will read what Mother said? Who will read all that Jim said?

The teacher should permit all the children to read orally, and should encourage them to enter naturally and enjoyably into these oral activities.

Enrichment activities

Compare the new words *is* and *this*. Then compare *is* with the other little words *go*, *to*, *we*.

Teacher: Listen to me while I say the word *Mother*. Do you know of any other words which begin as *Mother* does?

The children may suggest such words as *Mary*, *may*, *many*, etc. The teacher should not at this time attempt to develop discrimination of initial letters but should base all work entirely upon sound.

Teacher: Who will find a sentence on page 28 which has the word *Mother* in it? Who will find another one?

The children may guess the probable outcome of the story, checking their conclusions with what has gone before and rereading the material to make sure that the various outcomes which they suggest are logical.

The children may draw pictures to illustrate what they think will happen next.

Page 29

New Word

Father

Minimum repetition

Father: pages 29, 29, 29, 30, 32, 33, 34, 35, 36.

Preparatory activities

Teacher: Look at the picture on page 29. Someone is coming home. Who is it? Where has Father been all day? Why has he been working? Do you think Tags will go to Father?

Reading

Teacher: The first two lines will tell you something that Mother said. She is talking to Tags. She is telling him to do something. What do you think she is telling him to do? Read the first two lines. Read with your eyes — not with your lips.

The children should read the first two sentences silently, and then orally. If they have any difficulty with the word *Father*, the teacher should tell them promptly.

Teacher: Read the next two lines. The last one will tell something that Father said. He is just as surprised at Tags as Mother was. He can hardly recognize this muddy little dog.

Read what Father said. Who can read the two lines aloud? Who will read all of page 29 to us?

Enrichment activities

Teacher: Listen to the word *Father*. Can you hear the sound with which the word begins? Can you think of any other words which begin with this sound?

The children should suggest such words as *family, friend, farm, for*, etc. This work should be entirely oral, and the teacher should not attempt to call attention to initial letters at this time.

The children may draw pictures of Mother, Father, Tags, Jim, and Judy. The teacher may print such sentences as *This is Mother, This is Father*, etc., on the pictures. The pictures may be bound together to form a class booklet for the library table.

Put the words *Mother* and *Father* on cards or on the blackboard and compare them, pointing out the difference in the first part.

Page 30

New Word

fun

Minimum repetition

fun: pages 30, 30, 34, 40, 41, 43, 46, 46, 46.

Preparatory activities

The teacher may ask the children what they think will happen to Tags. There should be ample time for free discussion. The teacher should point out, after several outcomes have been outlined, that the best way to find out what happened will be to read the rest of the story.

Reading

Teacher: The rest of the story is on page 30. Open your books to page 30. Look at the picture. What is happening to poor Tags?

Look at the first two sentences. Read them with your eyes, not with your lips.

Who will read the first sentence aloud? Who will read the second sentence for us? Who will read both sentences?

The next two sentences tell us something that Father said. Look at the picture again. Do you think Father is having fun? Do you think Mother is having fun? Do you think Tags is having fun? Read the first sentence that tells what Father said. Read it with your eyes, and then read it aloud.

In the next sentence Father asks Tags a question. What does Father say? See if you can read the last sentence.

If a child has trouble with the word *fun*, the teacher should tell him immediately and not allow him to remain "stalled" on the word. However, if the teacher has developed the material carefully, she will, by her questions, have given strong clues to the new word, and the children will be able to read it with a minimum of difficulty.

Enrichment activities

The children may tell what they think Tags would say in answer to Father's question if Tags could talk.

The children should discuss what the text told them that the picture could not.

The children may tell stories of their own experiences in washing their pet dogs or cats. When encouraging a child to talk to a group, the teacher should be extremely cautious about the number of children to which the child talks. Children who are not accustomed to group activities, or who lack kindergarten experience, may be timid about talking to a large group. It is important that these children should not be forced. They may talk to the teacher alone or to one child who is their friend in the class. Slowly the size of the group may be increased so that finally the timid child is able to enter into oral activities with the entire group without any tension or embarrassment. However, if the timid child is forced to speak to the entire group before he is sufficiently mature to do so, serious difficulty may develop.

The children may tell any funny stories they know about pets. They may draw illustrations for their stories and suggest good titles. The teacher may label each picture with its appropriate title.

The children may reread silently the entire story from pages 24 to 30. They may reread the other stories on pages 15 to 23. They may read the material silently for their own pleasure.

The children may retell the stories. The children should understand that in retelling the stories it is not necessary to use the exact words in the book. However, the children should become increasingly aware of the necessity of logical and orderly arrangement of events in storytelling.

The children may, working as a group, rewrite pages 21-30 to form one story. Again the necessity of telling events in logical sequence should be stressed.

A story such as the following may be written:

Away went Jim.
Jim went faster and faster.
Judy went faster, too.
"Tags! Tags!" said Jim.
Away went Jim and Tags.
Judy said, "Tags! Tags!"
Away went Tags and Judy.
Tags and Judy went faster and faster.
"Away we go," said Judy.
"Away we go, faster and faster."
Off went Judy and Tags.
Jim laughed and laughed.
Judy laughed, too.
Tags went to Mother.
Mother said, "Is this Tags?"
Tags went to Father.
"Is this Tags?" said Father.
Mother and Father laughed and laughed.
Father said, "This is fun, Tags."

When the material has been rewritten, the sentences may be printed on oak tag, and the children may draw pictures to illustrate the story.

See if the children can find the same sound in *fun* and *Father*. Let them sound the words stressing the *f*, as *f-un*, *F-ather*.

The children may suggest words which rhyme with *fun*, such as *sun*, *run*, *bun*, etc.

*Unit III (Plan Two)**"OFF WE GO,"* PAGES 31-48**Page 31***New Words*

farm

the

Minimum repetition

farm: pages 31, 32, 32, 32, 35, 35, 35, 43, 46.

the: pages 31, 32, 32, 32, 32, 33, 34, 34, 34.

The material contained in pages 31-48 comprises stories of farm life. It is designed to extend the child's experience, to give him further practice in reading, to provide much repetition of vocabulary already introduced, to give training in the use of context clues — both in recognizing familiar words with increasing ease and in working out new words.

Preparatory activities

If possible, the children should visit a farm prior to reading this unit. If such an excursion cannot be arranged, the teacher should arouse interest in farm life through pictures, stories, etc.

Teacher: Look at the picture on page 31. It will tell you something about the stories we are going to read now. What do you think the stories will be about? Yes, they will be about the farm.

Look at the picture and find all the animals that you can. What are their names? I shall put their names on the blackboard. What other animals do you sometimes find on a farm?

What other things do you see in this farm picture?

Reading

The next stories tell you about going to the farm. Who can read the name of this group of stories? Yes, the words say *We Go to the Farm*.

Page 32*New Word*

want

Minimum repetition

want: pages 32, 32, 32, 33, 33, 33, 38, 45, 45.

Preparatory activities

Teacher: Page 31 told us that the stories we are going to read now are about the farm. Let us look at the picture on page 32. This is the first page of the first story. What do you see in this picture? Can you find the car? Do you think Tags wants to go for a ride in the car?

The teacher should encourage the children to discuss the picture. They should attempt to guess where Jim and Judy will go in the car and they should try to decide whether Tags will go with them.

Reading

Teacher: Who will find the title of this story? Read the title silently. Who will read the title aloud for us?

Look at the first sentence. In the first sentence Judy tells what she wants to do. Read the first sentence silently and find out what Judy wants to do. Who will read the first sentence to the class?

Jim wants to do something, too. You will find out what Jim wants to do in the next two sentences.

Read the next two sentences silently. How many can read the next two sentences to the class?

In the next two sentences find what Father said. Who will read the last two sentences?

Now read the page again silently.

Who will read what Judy wants to do? Who will read what Jim wants to do? Let someone read what Father said.

The children may reread the page both silently and orally. The children may take turns playing the roles of Jim, Judy, and Father.

Enrichment activities

Ride and *ride* and *Farm* and *farm* may be printed on the blackboard and compared by the children. The teacher should call attention to

the fact that the capital letter has no effect upon the meaning or sound of the word.

The teacher may call attention to the fact that the words *Father*, *fun*, and *farm* have the same initial sound. The children may name other words that have the same initial sound.

The teacher may print on the blackboard *I want to ride*. She may ask the children to read the sentence. She may then erase the word *ride* and ask the children to suggest other appropriate endings for the sentence. The teacher may print some of the endings suggested.

Compare *the* and *this*. The teacher may ask the children how these words can be told apart. She may have them give the first sound of these two words.

Compare *want* and *went*. The teacher may ask the children how these two words can be told apart.

Page 33

New Words

car

it

Minimum repetition

car: pages 33, 34, 34, 34, 34, 35, 44, 55, 56.

it: pages 33, 33, 34, 37, 37, 40, 41, 42, 42.

Preparatory activities

Teacher: Let us look at page 33. Where are Father, Jim, and Judy? Why do you think that they have stopped at the service station? What must a car have in order to run?

Reading

Teacher: In the first sentence on page 33 we have a new word. Look at the sentence and then look at the picture. The picture will tell you what the new word is. Who can tell what the new word is in the first sentence? Yes, it is the word *car*. Often we can find out what words mean if we look at the picture carefully. Who will read the first sentence to us?

The next sentence starts with the word *it*. Read this sentence silently.

Read the next sentence to find out what Father said.

Who will read the whole page to us now? Who will read a sentence that has the word *car* in it?

Enrichment activities

The teacher may call attention to the initial sound of the word *car*. The children should suggest other words which have the same initial sound, such as *cake*, *candy*, *can*.

The teacher may also call attention to the initial sound of the word *it*, provided the children of the group have progressed sufficiently in ability to distinguish initial sounds. Other words having the same initial sound, such as *in*, *ill*, *if*, *is*, may be suggested. The teacher should make no attempt at this time to call attention to the initial letters in words. All work on the development of phonic ability at this stage should be oral.

Compare *it* and *is*. The teacher may ask the children how these words can be told apart.

Page 34

New Word

in

Minimum repetition

in: pages 34, 34, 34, 34, 38, 38, 38, 38, 43.

Preparatory activities

Teacher: Let us look at the next page to find out what will happen. What page should we look at? Yes, let us look at page 34. Look at the picture. Who is looking out of the car? Let us read this page to find out what is happening.

Reading

Teacher: The first two sentences will tell you what Father said as he rode along in the car. Read the first two sentences silently.

Who will read them to the class? Who will find the sentence that has in it the words *in the car*?

Now you may read the rest of the page silently.

The teacher should give the children ample time to read the page silently and should assist any child who is having difficulty.

Teacher: Who will be Father? Who will be Jim? Who will be Judy? Father must read all of the sentences that tell what Father said. Jim must read all that Jim said, and Judy must read all that Judy said.

Enrichment activities

Put the word *in* on the blackboard. Have the pupils suggest phrases beginning with *in*, as *in the house*, *in the yard*, *in the book*. Compare *in* with *is* and *it*.

Compare *We* and *we*. Have the pupils give other words which begin with the same sound as *we*, such as *want*, *water*, *were*, *wish*; then some which end with the same sound, as *he*, *tree*, *be*, *see*.

The children may compose a co-operative story about farm life. The material should be tactfully edited by the teacher and may be later printed on oak tag or in a booklet of manila paper.

The children may tell of trips they have made in automobiles. Some of these stories may be printed in a booklet of manila paper and illustrated by the children. This booklet may be put on the library table.

Page 35

New Words

farmer

like

Minimum repetition

farmer: pages 35, 35, 35, 35, 36, 38, 39, 39, 40.

like: pages 35, 35, 36, 40, 40, 42, 42, 43.

Preparatory activities

The children should discuss the picture on page 35. The teacher should call attention to the milk can and explain how milk is sent to the dairies from the farm. She should also call the children's attention to the tractor. The teacher should have the children find the farmer. She should call attention to the words *farmer* and *farm* and should explain the meaning of the two words.

Reading

Teacher: Look at the title of this story. Who will read the title?

Now we are going to read the first two sentences. In the second sentence there is a new word. If you have looked at the picture carefully, you will be able to read the new word.

Who will read the first two sentences?

Read the next sentence silently. Who will read it aloud?

Do you think that Judy liked the farm? Do you think she liked the farmer? The next two sentences will tell you whether Judy liked the farm and the farmer. See if you can read these sentences.

What did Judy say in these sentences?

What do you think the farmer did when Judy said she liked the farm and the farmer? The last sentence will tell you what the farmer did. Who will read it for us?

The page may be read again silently by the children, and then several of the children may read the entire page orally.

Enrichment activities

The children may name the various animals that can be found on a farm. The names may be printed on oak tag, or large sheets of manila paper. The children may cut pictures of farm animals from magazines, or draw pictures to illustrate the animals which they have named.

The children may guess what Jim and Judy will do next at the farm. They may prepare a story that indicates what might happen to Jim and Judy on the farm. The story may be printed on oak tag, and the children may draw pictures to illustrate it.

Compare *farmer* and *farm*. Let the children (in oral work) give words that begin like *farmer*, as *fair*, *fence*, *fall*, and words that begin like *like*, as *lamp*, *land*, *lad*.

Page 36

New Word

calf

Minimum repetition

calf: pages 36, 36, 36, 36, 36, 37, 55, 56, 56.

Preparatory activities

Teacher: There are many things that Jim and Judy might do at the farm. They could go to see the chickens. They could go to see the cows. They could see the little calf. There is any number of things that Jim and Judy could do. Let us look at the picture on page 36 and find out what Jim and Judy really did do.

The teacher should encourage the children to discuss the picture, and she should stress during the discussion the word *calf*.

Reading

Teacher: Look at the title of this story. There is a new word in the title. I am sure you can read the new word if you will look at the picture carefully.

If the teacher feels it is necessary to do so, she may call attention to *Calf* and *calf*, explaining that there are two kinds of letters — capital letters and small letters.

Teacher: On this page there is only one word which you have not met before. You have already read the word, for it is in the title. What is the new word?

If you will remember the word *calf*, you will be able to read all of page 36 without any difficulty. Read page 36 silently. Then we will read it aloud.

Who will read what Father said? Who will read what Jim said? Who will read the sentences that tell what the calf did? Who will read about Tags? Someone may read all of page 36. Who will read it for us?

Enrichment activities

Compare *calf* with *car*. Have the children think of other words that begin like *calf* and *car*, such as *cat*, *coat*, *candy*, *corn*.

Page 37

New Word

get

Minimum repetition

get: pages 37, 37, 38, 38, 38, 38, 38, 38, 39.

Preparatory activities

Teacher: We must certainly find out what happened to Jim's cap. Look at the picture on page 37 and see what is happening. What do you think Jim has told Tags to do? I think Jim wants Tags to get the cap for him, don't you?

Reading

Teacher: Read the first two sentences silently.

Now look at the third sentence. There is a new word in the third sentence. Read the sentence and see if you can guess what the new word means.

If the children are not able to read the word *get*, the teacher should tell them promptly.

Teacher: Now let us finish reading this page. When we have read it silently, we shall read it to the class.

Who will read what Tags and the calf did? Who will read what Jim said? Who will read what Jim and Judy did? Who will read the whole page to us?

Enrichment activities

Teacher: Listen to the sound of *get*. Can you hear how the word *get* begins? We have had another word which begins as *get* does. Turn to page 34. See if you can find a sentence in which there is a word that begins like *get*. Yes, it is *go*. What other words do you know that begin as *get* and *go* do?

The children may turn to page 36 and reread the story on pages 36 and 37 silently, and then orally to the group.

Page 38*New Words*

hay

wagon

Minimum repetition

hay: pages 38, 38, 40, 40, 41, 42, 42, 42, 42.

wagon: pages 38, 38, 38, 43, 43, 46, 55, 59, 59.

Preparatory activities

Prior to the reading of this material, the teacher should discuss the making of hay and its use as a food for farm animals. During the discussion the teacher should tell the children something of the way in which hay is cut, gathered, and stored. In the discussion the teacher should make frequent use of the words *hay* and *wagon*.

Reading

Teacher: Let us look at the story which begins on page 38. Look at the picture. This story is going to tell us about getting the hay. What do you think is happening in the picture?

Look at the title of this story. Who will read it for us?

Look at the first two sentences. Read them silently. Now, who will read them aloud?

If you will read carefully and look at the picture often, you will be able to read the rest of this page. Read the rest of the page silently. Then someone may read it aloud for us.

Enrichment activities

Teacher: Listen to the beginning sound of *wagon*. We already know two other words which begin like *wagon*. Turn to page 21 and see if you can find a word which begins like *wagon*. Yes, it is the word *went*. Who will make a sentence with the word *went* in it?

Now you may look at page 32 and see if you can find another word which begins with the same sound as *wagon* does. Who will make a sentence with the word *want* in it?

The children may suggest other words that have the same initial sound as *wagon*. These words may be used in sentences.

See if the children can think of words that end with the same sound as *hay*; for example, *play*, *say*, *day*, *gray*.

Page 39*New Words*

horses

up

Minimum repetition

horses: pages 39, 39, 39, 39, 43, 46, 55, 56, 58.

up: pages 39, 39, 39, 39, 39, 41, 41, 41, 41.

Preparatory activities

The children should turn to page 39 and examine the picture. The teacher should encourage them to discuss the picture carefully.

Reading

Teacher: What does a farmer say to his horses? The first sentence tells you what the farmer says to his horses. Who can read it?

There is a new word in the second sentence. You will be able to read the new word easily if you will look at the picture. Who will read the second sentence aloud? Who will read the third sentence?

Now you may read the rest of the page.

Who will read the page aloud?

Look at all the sentences carefully. Who will read every sentence that has the words *get up* in it? How many sentences can you find with the word *horses* in them?

Enrichment activities

The children may draw pictures of horses, or they may cut pictures of horses from magazines. Simple text may be composed to accompany the pictures.

The children may discuss the work of farm horses and tell how they help the farmer.

See if the children can think of words which begin like *horses*; for example, *houses*, *hay*, *hair*, *hat*. Then compare *horses* and *hay*.

Compare *up* with *go*, *is*, *it*.

Pages 40-41

Pages 40-41

No New Words

Preparatory activities

The children may study and discuss the pictures on these pages. No new words occur on these two pages, and so the children should be able to read the text with little difficulty.

Reading

Teacher: You will be able to read page 40 and page 41 without any trouble. Read these two pages silently. Read these pages

carefully so that when you have finished, you will know just what has happened in this part of the story.

The children should read pages 40 and 41 independently. The teacher may give assistance as the need arises, but should encourage independent reading.

Teacher: Who will read what Judy said? Will someone read what the farmer did? Who will read what happened to the hay? How many of you will read all of page 40 and page 41?

Call the pupils' attention to the quotation marks around the words, *This is fun*, in the first sentence of page 40. Explain to them that these marks show the words said by a person. Have them find other quotation marks on these two pages. Let them practice reading only the words said by a character.

Pages 42-43

Page 42

New Word

on

Page 43

No New Words

Minimum repetition

on: pages 42, 42, 42, 42, 42, 43, 43, 46, 61.

Preparatory activities

Teacher: Jim and Judy rode in a wagon. They rode to the hay-field. The wagon is full of hay now. What do you think Jim and Judy will do?

Look at the pictures on pages 42 and 43. Pages 42 and 43 will tell what will happen now.

Reading

Teacher: The first sentence tells us what the farmer told Jim and Judy to do. There is a new word in this sentence. I want to see if you can guess what the new word is by looking at the picture. You will have to think hard. Who can read the sentence for me?

Read the rest of this page and the next page. Don't stop reading until you get to the end of page 43. After you have read these two pages silently, some of you may read them aloud.

The children may read the material on pages 42 and 43 silently. The teacher should give assistance if needed, but should encourage independent reading.

Teacher: Who will read the two sentences that tell what the farmer said? Who will read the sentence that tells what Judy did? Who will read the sentence that tells what Jim did? Who will read the rest of page 42? Who will read page 43?

Enrichment activities

The teacher may print the following sentences on the blackboard. The children may read the incomplete sentences silently and attempt to supply the missing words.

Judy went up on the —.

Jim likes to ride on the — —.

"Get up — — —," said the farmer.

The children should be encouraged to converse freely about the ride on the hay wagon. Some of the children may have spent their summers on a farm or may live on a farm. They may tell about their farm experiences.

Compare *on* with *in*. Then compare *on* with the other short words *is*, *it*, *up*, *we*, *go*, *to*.

Page 44

New Word

time

Minimum repetition

time: pages 44, 45, 45, 47, 47, 60, 60, 60, 61.

Preparatory activities

The children may look at page 44 and discuss the picture. The teacher should ask why Jim and Judy are getting off the hay. In

the discussion she should bring out the idea that it is time for the children to go home.

Reading

Teacher: Read the last page of the story silently. There is one new word on this page. You will have no trouble reading it because you have already guessed why Jim and Judy had to get off the hay. Do you remember that it was time to go home? The new word on this page is *time*. I think you will know the word *time* when you find it in the story.

The children may read the page silently. If the teacher finds that any child is having difficulty with the phrase *time to go*, she should assist him promptly and tactfully.

When the children have read the page silently, several of them may read it orally.

Enrichment activities

The teacher may print the following phrases on the blackboard and ask the children to find a sentence on page 44 which contains each phrase. The children may read the sentences orally as they find them.

off we go

time to go

off the hay

in the car

The teacher may ask the children to listen to the beginning sound in *time*. The children may suggest other words which have the same initial sound, such as *too*, *take*, *tell*, *table*, *towel*. When the children are suggesting words with the same initial sound as *time*, the teacher should be careful to eliminate promptly and tactfully words beginning with the initial letters *th*. Introduction of words beginning with *th* is apt to confuse the children.

The teacher may introduce the term and meaning of *period*. She should read several sentences to the children so that they may observe that a good reader indicates when he has reached the end of a sentence.

Additional stories about farm life may be composed by the children

and printed on oak tag so that the children may read the stories in their leisure time.

Pages 45-46

Page 45

New Word

supper

Page 46

No New Words

Minimum repetition

supper: pages 45, 45, 45, 45, 45, 45, 45, 57, 57.

Preparatory activities

Teacher: Look at page 45. What are the children going to do now? What time of day is it? What meal are they going to eat? Yes, I think it is time for supper.

Reading

Teacher: Look at the title of this story. The title tells you the name of the meal. What meal did you decide this was? Who can read the title now?

Since you are able to read the title, you will be able to read all of this page. Read it silently.

The children should read page 45 independently. If any child has difficulty with the word *supper*, the teacher should assist him promptly.

Teacher: Look at page 46 and read the first sentence. It is two lines long. There was so much to say in the first sentence that some of the words had to be brought down to the next line. When you read the first sentence, you must not stop at the end of the first line. I will put the sentence on the blackboard and show you how to read it. We must begin at the left and read all the way to the end of the line. Then we must go back to the beginning of the second line and read the second line before we stop.

The teacher should demonstrate the correct eye movement in

reading this two-line sentence. It is important that the children master the technique of reading longer sentences.

Teacher: Now read the first sentence in your books. Remember that you will have to read two lines before you have read all the sentence. Who will read the first sentence?

Now you may read the rest of page 46 silently. There are no new words on this page, and so you will be able to read it without any trouble.

After page 46 has been read, the children should reread pages 45 and 46 silently, and many of them should be encouraged to read the pages orally.

Pages 47-48

Page 47

New Word

bed

Page 48

No New Words

Minimum repetition

bed: pages 47, 47, 48, 48, 48, 48, 48, 48, 56.

Preparatory activities

Teacher: Jim has told Mother that he had a good time at the farm. Do you think that Judy will want to tell Mother about the farm, too? After Jim and Judy have talked to Mother, it will be time for them to go to bed, won't it?

Reading

Teacher: Turn to page 47. Look at the first sentence on this page. This sentence is two lines long. Remember that you will have to read two lines before you have read all the sentence. A new word is on this page. The picture will not tell you what the new word is this time. You will have to guess what the new word is. When you come to the new word, read the whole sentence, and then try to guess what the new word ought to be.

If the children have difficulty reading the word *bed*, the teacher should assist them. However, at this stage the children should begin to understand the technique of working out new words from context clues. The silent reading should be followed by oral reading.

Teacher: Now let us look at page 48. You see that Jim, Judy, and Tags are going up the stairs to bed. You may read this page silently. There are no new words on the page, and so you will not have any trouble. When you have read it silently, you may read it aloud. There is one sentence on this page that is two lines long. Be sure to read both lines of that sentence. It is the last sentence on the page.

Who will read page 48 aloud?

Enrichment activities

If any of the children are having difficulty reading two-line sentences, the teacher should prepare exercises containing two-line sentences composed of familiar words and divided at natural breaks in thought. Children who are having difficulty should work individually with the teacher.

The work of this unit should culminate in the making of a class booklet of farm pictures and farm stories. Individual farm booklets may also be made, and the children may take these books home to show to their parents, or they may add their booklets to the library table.

Compare *bed* with *hay*. Note that no word beginning with *d*, which is easily confused with *b*, has been introduced as yet. See if the children can think of words that begin like *bed*; for example, *bat*, *bell*, *bus*, *baby*.

The children may think of words which rhyme with *bed*, such as *red*, *head*, etc.

The children should be encouraged to select the story they like best in the farm unit and prepare to read it orally to the teacher, to a small group of children, or to the class as a whole, depending upon their maturity and social adjustment.

The children may draw illustrations of the incidents they enjoyed most. They may suggest good titles, and the teacher may label each picture with its appropriate title.

*Unit IV (Plans One and Two)**"OFF WE GO,"* PAGES 49-64

Page 49

New Words

right

which

Minimum repetition

right: pages 49, 50, 51, 52, 53, 53, 54, 54, 56.

which: pages 49, 50, 51, 52, 53, 53, 54, 54, 55.

Preparatory activities

The material on pages 49-64 of *Off We Go* consists of work-type material. The material serves to introduce the children to some of the important reading techniques which are required in the Preparatory Book which accompanies the Primer, *Jim and Judy*. Since the material contains only three new words — *which*, *right*, and *a* — the entire emphasis is placed on the mastery of important techniques of work-type reading. The children are introduced to an important type of reading and become acquainted with the need of careful and attentive reading. The material of these pages also furnishes abundant repetition of the vocabulary introduced in the earlier pages of *Off We Go*. Each page forms a carefully planned test of the child's mastery of vocabulary. The material affords excellent opportunity for the teacher to diagnose at this early stage any reading difficulties which the children are encountering.

Reading

The teacher should read the title to the children and ask the children to reread it. The teacher may print the title on the blackboard. She should stress the fact that the title asks a question which the children are expected to answer.

Teacher: This page is different from any of the pages which we have read. The other pages told us stories about Jim and Judy. The pictures on those pages helped us to read the stories.

On the pages we are going to read now we are going to answer

some questions. On this page some of the sentences do not tell about the picture; in fact, some of the sentences are not true. We are going to play a game with this page. To play this game you must try to find the sentence which tells about the picture.

The teacher should give the children ample time to read all the sentences in the first group. She should encourage individual children to read the sentence in the group which is correct. If necessary, she should emphasize again that the sentence is correct only when it tells about the picture.

The children may follow the same procedure with the second group of sentences.

See if the children can think of words beginning with the same sound as *right*; for example, *red, rose, rock, rat*.

Pages 50-52

Pages 50-52

No New Words

The teacher may introduce the work of these pages in the manner suggested for page 49. She should explain often the technique involved in this "game." Many questions are raised about the preceding stories in *Off We Go*. During the discussion the teacher may suggest that parts of the earlier stories should be read again. The "game," however, should be played entirely with the text and the picture on the page being studied.

Compare words that tend to be confused; for example, *Jim, Judy; too, to; is, in, on; fun, farm, farmer; Father, Mother; bed, hay; went, want; car, calf; go, to; etc.*

Pages 53-54

No New Words

The work-type material of pages 53-54 requires a somewhat more involved type of interpretation. On each page there are two exercises and two pictures. The teacher should make the children understand that each group of sentences refers to only one picture. The teacher may find it advisable at first to point out the picture which is

to be observed and to indicate the group of sentences which accompanies the picture. She should explain to the children that they are to read the sentences in the first group and decide which one goes with the picture involved. She should then call attention to the second picture and point out that it accompanies the second group of sentences. The children should then read the sentences in the second group and find the one that tells about the second picture.

Page 55*No New Words*

The teacher will notice that the technique used for the work of this page is different from that required for the work of the preceding pages. She may introduce the technique in the following manner:

Teacher: On page 55 there is a game that is different from the one we have been playing. Who will read the title of this page? The first sentence asks a question. Who will read the question? Who will point to the part of the picture which answers this question?

Read all the questions silently. See if you can find the part of the picture which answers each question.

Pages 56-64**Page 56***No New Words***Page 57***New Word**a***Pages 58-64***No New Words***Minimum repetition**

a: pages 57, 57, 58, 59, 59, 64, 64, 64.

For these pages follow procedure given for pages 53-54.

CHAPTER IV

DAILY LESSON PLANS FOR THE SUPPLEMENTARY PRE-PRIMER "NOW WE GO AGAIN"

Now We Go Again is designed for optional use. It is not a part of the basal reading materials of *The New Work-Play Books*, and its use is not required. However, *Now We Go Again* can be effectively used to stimulate reading for thought and to increase the child's skill in reading. It provides him with extensive practice in reading simple sentences; it fosters the correct left-to-right eye movement; and it gives additional practice in reading the two-line sentence with ease and skill.

Now We Go Again contains twenty-one words aside from those introduced in the basal Pre-Primer, *Off We Go*. These twenty-one new words do not constitute a part of the basal vocabulary. Twenty of the twenty-one words are introduced in later books of the basal program and are there considered new words and are introduced as such.

Topic and activities

The stories in *Now We Go Again* tell mainly of Jim and Judy's trip to the city and of the things they saw there. The stories include accounts of visits to a large building, a fire station, a toy shop, the zoo, and the beach.

Before the book is begun, discussions about the city may take place. In these discussions mention should be made of the large buildings and the heavy traffic which are characteristic of the city. The pupils may tell of their own trips to the city. They may tell of things they have seen in the city and draw pictures of city scenes.

Appropriate excursions should as far as possible accompany the work of the unit. Children of rural or suburban areas would profit by a trip to the city if this can be arranged. In many cases a trip to the business center of the local city in which the school is situated

will afford many experiences typical of the city, including a toy shop and the fire station.

A bulletin board display of pictures of the city drawn by the children or cut from newspapers and magazines may be arranged. Individual and co-operative stories about trips to the city or characteristics of the city may be composed by the pupils and recorded by the teacher. Class or individual booklets of stories and pictures about the city may be made.

Optional activities

No effort need be made to teach the pupils the new words in *Now We Go Again*. These words should be supplied at once to pupils who cannot recognize them. All these words are treated as "new" words, and not as words that the children should know, when they are first introduced in the Primer-First Reader program. On the other hand, in some situations the teacher may find it advisable to encourage the pupils to learn these new words, all of which are good primary words. Abler pupils are likely to want to learn them and succeed in learning them easily. Slower pupils had better not be held to a mastery of them. Since these pupils will be given more supervision, the teacher can give them the words they cannot recognize. It will be better for these pupils to devote their word study to those words previously introduced in *Off We Go*.

In the following Daily Lesson Plans, therefore, the word-study activities are "optional" and use of them is left to the teacher's judgment.

Unit I

"NOW WE GO AGAIN," PAGES 1-14

Page 1

New Word city

Minimum repetition

The following list does not indicate all the appearances of each word, but only the pages on which the first six appearances occur in *Now We Go Again*.

city: pages 1, 2, 2, 2, 2, 3.

Preparatory activities

Teacher: You have read and enjoyed the stories in *Off We Go*. Do you remember the names of the boy and the girl in those stories? Yes, they were called Jim and Judy. Today we have a new book. Look at the pictures in your new book and see if you know what children these stories are about.

The teacher should allow ample time for the children to leaf through the book and enjoy the pictures. The children should be encouraged to talk about the pictures.

Teacher: Who can remember some of the things we read about in *Off We Go*? Yes, we read about some of the adventures that Jim and Judy had. Our new book will tell us about some other adventures that Jim and Judy had. Look at the cover of your new book. The name of the book is on the cover. The name of your book is *Now We Go Again*.

Look at page 1. Whom do you see in the picture? Where are Mother, Father, Jim, and Judy? Who will go away on the train? Can you guess where Jim and Judy are going?

Reading

Teacher: I will read the title of the first group of stories we are going to read. Now I will print the title on the blackboard.

The first part of our book will be about going to the city. There is a new word in the title. The new word is *city*. Do you see the new word on the blackboard? Can you find it in your book? Who can read the title?

Page 2*No New Words***Preparatory activities**

Teacher: Look at the picture on page 2. Where are Jim and Judy? Can you guess where Jim is going? Where is Judy going?

Reading

Where can you find the title of this story? Who can read the name of this story? Yes, the name of the story is *Away We Go*.

The first sentence in the story will tell you where Jim went. Read the first sentence silently. Who can tell me now where Jim went?

The second sentence will tell you where Judy went. Read the second sentence silently. Who will read the second sentence aloud?

Look at the next sentence. It tells you something that Judy said. The sentence begins with the same words as the title of our story. Who can read the sentence aloud? The next sentence will tell something else that Judy said. Who will read what else she said?

There are two lines in the next sentence. You will have to read two lines in order to read the whole sentence. Don't stop at the end of the first line.

The teacher may find it advisable to print the sentence on the blackboard, demonstrating the correct eye movement involved in reading a two-line sentence.

Teacher: Now you may read the page silently again. Who will read the whole page aloud?

Page 3

New Words

Grandfather

Grandmother

Minimum repetition

Grandfather: pages 3, 4, 4, 4, 4, 6.

Grandmother: pages 3, 5, 5, 5, 5, 6.

Preparatory activities

Teacher: Look at the picture on page 3. Where are Jim and Judy? What do they seem to be doing? Yes, they are talking to each other. What do you think they are talking about? Let us read this page and find out what Jim and Judy are saying.

Reading

Teacher: There are two lines in the first sentence. You will have to read two lines in order to read the first sentence. Don't stop at the end of the first line. Read the first sentence silently. Does Jim want to go to the city?

The next sentence will tell you something else Jim said. In this sentence he tells who is in the city. He is someone that Jim likes very much. Can you guess who that is? It is Grandfather. *Grandfather* is a new word. It is in the first part of the sentence. Look at the second sentence and read it silently. Who will read the sentence aloud?

The teacher may print the second sentence on the blackboard and ask the children to find the word *Grandfather* in it. In this way the teacher can make sure that every member of the group is able to recognize the new word.

Teacher: The next sentence is two lines long also. It tells what Judy said. How many lines will you have to read in order to read the sentence? Read the sentence silently. Who will read it aloud?

The next sentence will tell you something else that Judy said. There is someone in the city whom Judy likes very much. It is Grandmother. Do you see the new word in the sentence? Read the sentence silently.

Now look at the page again. Who can read everything that Jim said? Who can read all that Judy said? Who can read all of page 3?

This is the end of the first story. The first story began on page 2, and it ended on page 3. Read the whole story again. Then we can read the story aloud.

Enrichment activities

The teacher may print on the blackboard the sentences *Jim went to the city* and *Judy went to the city*, placing one sentence directly below the other. The children may look at the sentences critically and tell which parts of the two sentences are alike and which parts are different. In the same manner the teacher may ask the children to observe *Away we go to the city* and *It is fun to go to the city*.

The children may tell stories of trips they have made.

The children may draw pictures of trains and select suitable titles for their drawings.

Compare *Grandfather* and *Grandmother*. Point out *father* and *mother* in these words.

Pages 4-6

Page 4

New Word

see

Page 5

No New Words

Page 6

New Word

can

Minimum repetition

see: pages 4, 5, 6, 6, 6, 7.

can: pages 6, 8, 9, 9, 10, 13.

Preparatory activities

Teacher: The next story is on page 4. It is very short. So we will read another story at the same time. The other story begins on page 5 and ends on page 6. Look at page 4. What is Jim doing? Look at Grandfather. Does he look as though he is glad to see Jim?

Reading

Teacher: Who can read the title of the story? Yes, the name of the story is *Grandfather*.

The first sentence tells what Jim said when he got off the train. Whom did Jim see when he got off the train? Yes, Jim could see Grandfather. Read the sentence silently. Who can read the sentence aloud?

Read the rest of page 4 and all of page 5.

Who will read page 4 aloud?

Who will read page 5 aloud?

Look at the picture on page 6. What is Judy doing? Yes, she is saying something to Grandmother. The picture tells us that Judy is talking to Grandmother, but the picture cannot tell us just what Judy is saying. We will have to read to find out what Judy is saying.

The first sentence has two lines. You will have to read two lines

in order to read the first sentence. Read the first sentence to find out what Judy said to Grandmother.

To whom is Jim talking? Read the next sentence to find out what Jim is saying. This sentence, too, has two lines.

Do you think that Grandfather will show Jim and Judy the city? Read the last sentence to find out what Grandfather said. There is a new word in the last sentence. The picture will not tell us what the new word is, but I think that we can guess what the word is. Read the last sentence and try to guess what the new word is.

The teacher should encourage the children to use context clues in working out new vocabulary. However, if a child has difficulty in reading the word *can*, the teacher should assist him and should not force him to remain "stalled" on the word.

Enrichment activities

The children may name some of the things that they would expect to see if they were driving in a large city. The teacher may encourage the children to compose sentences, such as *We can see cars*, *We can see buildings*.

The children may draw pictures of large cities and may also draw pictures of farm life. In the class discussion of these pictures, the teacher should stress ways in which city life differs from rural life and the interdependence of city and rural people.

Page 7

New Word
buildings

Minimum repetition

buildings: pages 7, 7, 7, 8, 8, 8.

Preparatory activities

Teacher: Today we are going to read a new story. It is on page 7. Turn to page 7. What do you see in the picture? The name of the story is *A Ride in the City*. Do you think the picture shows some of the things that Jim and Judy saw in the city?

Reading

Teacher: Read the first two sentences silently. What did these sentences tell you?

The next sentence will tell you what Judy can see. Read what Judy is saying.

Look at the picture again. What else do you think the children could see? Yes, there are many buildings in the city. *Buildings* is a new word. Jim said that he could see the buildings. Read the rest of the page and find out just what Jim said. Who can read what Jim said?

Would you like to act out this page? Who will be Judy? Who will be Jim? Everyone may read the page silently and decide just what Jim should say. Then read the page again and decide just what Judy should say.

Page 8

New Word
biggest

Minimum repetition

biggest: pages 8, 8, 9, 10, 21, 21.

Preparatory activities

Teacher: Look at the picture on page 8. Do you see the city? There are many buildings in the city. Find the biggest building. This is the biggest building in the city. The story is about this building. Look at the name of the story. Can you read it?

Reading

Teacher: In the first part of the story Grandfather is talking. Read the first three lines of the story and find out what Grandfather said. Who will read what Grandfather said?

The next sentence will tell you what Jim and Judy did. Read it silently to find out what they did.

The last sentence will tell you what Grandfather and Grandmother did. How can you find out what they did?

After the children have read the text silently, several of them may read it orally.

Page 9*No New Words***Preparatory activities**

Teacher: Look at the picture on page 9. Where are Jim and Judy and Grandfather and Grandmother? Why, they are up in the biggest building now! They are looking at the city. They are talking to one another, too. How can you find out what they are saying?

Reading

Teacher: Read all of page 9 silently.

Who will read aloud the sentence that tells what Judy said? Who will read the sentence that tells what Jim said? Who spoke next? What did Grandmother say? Who will read the rest of the page?

Enrichment activities

The teacher should encourage the children to compare the size and the dimensions of common objects. In this work the teacher may introduce such comparative terms as *big*, *bigger*, *biggest*; *small*, *smaller*, *smallest*; *high*, *higher*, *highest*.

If the teacher finds it advisable, she may introduce the basic concepts of measurement at this time.

Pages 10-11**Page 10***New Words*

engine

fire

Page 11*No New Words***Minimum repetition**

engine: pages 10, 10, 10, 10, 11, 11.

fire: pages 10, 10, 10, 10, 11, 11.

Preparatory activities

Teacher: We have looked at many pictures of the big city Jim and Judy visited. We saw that there were many buildings in the

city. These buildings were standing very close together. If there was a fire in the city, the buildings might burn down very quickly. But there are firemen in the city to put out the fires. In what do the firemen ride? Yes, they have fire engines.

Look at the picture on page 11, and you will know what Jim and Judy saw next.

Reading

Teacher: The name of this story is *The Fire Engine*. Can you find the title?

Read the first sentence in the story and find out who wanted to see the fire engine.

Look at the first sentence again. How many lines are there in the first sentence? Read the first sentence aloud.

Read the next sentence. It has three lines in it. Do you know how to read that long sentence?

Read the rest of the page to find out what Grandfather said.

There is a sign in the picture. It tells what fire station Jim and Judy are going to visit. I will read the sign for you.

Look at the picture on page 11. Where are Jim and Judy now? Don't you think they are having fun? They are pretending to ride in the fire engine.

Read this page silently and find out what happened.

Who will read the page aloud? Who will read all of page 10 and all of page 11?

Enrichment activities

The teacher should arrange, if possible, for the children to make a trip to a fire station. There they will be able to find out how alarms are sent in, how the fire engines are equipped, etc.

If it is not possible for the children to make a trip to a fire station, the teacher may find it possible to arrange for a fireman to talk to the children, stressing the duties of the firemen, rules of safety, etc.

If any of the children have observed firemen putting out fires, they may explain how these men go about their heroic work. The children may draw pictures to illustrate this account.

Pages 12-14

Page 12

New Word

toys

Pages 13-14

No New Words

Minimum repetition

toys: pages 12, 12, 12, 12, 12, 12.

Preparatory activities

Teacher: What toys do you like best? Where did you get your favorite toy? Was it given to you? Have you ever gone to a store to buy a toy? Look at the picture on page 12. Can you tell what kind of store is in the picture? What can you see in the window of the store? What do you think this story is about?

The story we are going to read now is three pages long. It begins on page 12 and it ends on page 14. You will be able to read all of this story. Look at the pictures in the rest of the story. Then we will read the story.

Reading

The name of this story is *The Toys*. Can you find the title of the story?

Now you may read all of the story. I will help you if you need any help. You will read all of page 12. Then you will look at page 13 and read all of it. Then you must turn the page and read page 14.

The teacher should assist the children if they have any difficulty. However, she should not interrupt the reading for general discussion. It is important that the children learn to go from page to page in sequential order and that they have the experience of reading a complete story without interruption.

Teacher: Now that we have read all of the story you will be able to answer some questions about it. Who went to see the toys? What did Judy want? What toy did Jim want? Who bought the toys for Jim and Judy?

Now we can play a game with this story. I will begin telling the story. When I stop, someone else may go on with the story. Then someone may tell the next part of the story.

The teacher should stress the fact that in the reconstruction of this story it is not important that the children use the exact words of the story presented in the book. In fact, the teacher should encourage rephrasing the story but should require the children to retell the story in logical, sequential order.

Enrichment activities

The children may bring toys to school to share with the rest of the children. They may arrange the toys so that they have a toy store. They may pretend to buy and sell the toys. (If the teacher feels it advisable, she may begin to develop concepts of money values.)

The children may compose stories about their toy store. These stories should be tactfully edited by the teacher. They may be printed on oak tag and placed on the library table so that the children may read them in their leisure time.

Children are often quite capable of making toys themselves. If any of the children have made toys, they may bring the toys to school and explain how the toys were constructed. The teacher should be careful not to force timid children who are not sufficiently mature to speak before the class. Well-adjusted children will enjoy explaining how the toys were constructed. It will be advisable, however, for these children to rehearse with the teacher what they wish to say so that they may present a logical and well-organized explanation.

Let the children give words that begin like *toys*, such as *tops*, *toes*, *tumble*, etc.

Unit II

"NOW WE GO AGAIN," — PAGES 15-30

Page 15

New Word

zoo

Minimum repetition

zoo: pages 15, 16, 17, 18, 19, 19.

Preparatory activities

The pupils may visit a zoo, or may tell about visits to a zoo.

Teacher: Jim and Judy have been having fun in the city. We are going to read some more stories about Jim and Judy and their adventures in the city.

Reading

Teacher: Look at the picture on page 15. The title of this group of stories is on page 15. I will read the title for you. The title is *We Go to the Zoo*. Have you ever been to the zoo?

Let us read the stories in this part of the book and find out what happened to Jim and Judy when they went to the zoo.

Page 16

New Words
policeman
way

Minimum repetition

policeman: pages 16, 16, 17, 17, 17, 18.

way: pages 16, 17, 17, 28, 28, 30.

Preparatory activities

Teacher: Look at page 16. Who is the man on the motorcycle? Yes, it is a policeman. What does a policeman do? Why do you think this policeman is riding a motorcycle?

Reading

Teacher: The name of this story is *The Policeman*. Can you find the name of the story?

Read the first sentence silently. It will tell you something that Jim said. Who will read the sentence aloud?

The rest of this page will tell you why Grandfather stopped to talk to the policeman. Grandfather is going to ask the policeman a question. What question do you think Grandfather might ask?

The teacher should give the children an opportunity to work out the new word *way* from the context clues. If the child has difficulty

with the word, however, the teacher should assist him. If the teacher thinks it advisable, she may print the sentence *Which is the way to go?* on the blackboard. She may then draw a line under the new word. The teacher may demonstrate the technique of working out the new word from context clues. She may read the sentence aloud, omitting the new word. She may ask the children to guess what the word might be. She should then read the sentence again, including in the sentence the word which the children have guessed. She should ask the children to listen carefully to the sentence and determine whether the word that they have guessed is the correct one.

Teacher: Read the rest of the page silently. Now that we have read the rest of page 16 silently, we can read it aloud. Who will read the first sentence aloud? Who will read what Grandfather said?

Page 17

No New Words

Preparatory activities

Teacher: Do you think that the policeman will show Grandfather and the children the way to the zoo? Look at the picture on page 17. Whom do you see in the car? Now look through the windshield. Whom do you see ahead of the car? What do you think he is doing?

Reading

Teacher: Read page 17 to find out what the policeman said to Grandfather and to find out what happened.

Who will read everything that the policeman said? Who will read the next two sentences? Who will read the last two sentences?

Now let us read page 16 and page 17 again. Read the two pages silently, and then we will read the pages orally.

Page 18

New Word

animals

Minimum repetition

animals: pages 18, 19, 19, 20, 20, 21.

Preparatory activities

Teacher: Look at page 18. Where are Jim, Judy, and Grandfather? Do you think the policeman was kind and helpful? What has he done for the children and Grandfather?

Reading

Teacher: The first three lines tell us what the policeman said. Try to read the first three lines silently. There is a new word in the third line, but you will be able to read it if you will think about what the children would see at the zoo.

The children should read the first two sentences silently, and if they have difficulty with the new word *animals*, the teacher should assist them promptly.

Teacher: Read the rest of page 18 and find out what Jim and Judy and Grandfather did.

This is the end of the first story in *We Go to the Zoo*. The story began on page 16, and it did not end until page 18. Would you like to read the story again? Read the story silently first, and then we will read it aloud.

Enrichment activities

The children may discuss the work of the policeman. If there is a Safety Officer assigned to the school, the teacher may invite him to speak to the class. If it is not possible for a policeman to talk to the children, the teacher may tell about the work of the police. In her discussion she should stress the safety work which the police do.

Following the discussion of police work, the children may make pictures which show ways in which the police help the citizens and ways in which citizens may help the police. Each child may dictate a simple sentence to describe his picture. The teacher may print this sentence at the bottom of the picture.

Help the pupils hear *police-man* as two separate words. Review *Grandfather* and *Grandmother* similarly.

See if the children can think of words that begin like *way*; as *watch*,

water, etc.; and rhyme with *way*, as *hay*, *say*, *play*, etc. Have them think of words that begin like *animal*, as *ant*, *another*, etc.

Compare *zoo* with *too*.

Page 19

New Word

into

Minimum repetition

into: pages 19, 19, 19, 37, 37, 39.

Preparatory activities

Teacher: The next story tells about what happened after Jim and Judy and Grandfather went into the zoo. Look at the picture on page 19. What animal do you see?

Reading

Teacher: Find the name of the story. What is the title of the story?

Look at the first sentence. It tells where Jim went. Read the sentence silently and try to find out where Jim went. Who will read the sentence aloud? There was a new word in that sentence. How many were able to read it? What is the new word?

Read the rest of the page silently.

Who will read the page aloud? Read the title, and then read the rest of the page.

Pages 20-21

Page 20

No New Words

Page 21

New Word

not

Minimum repetition

not: pages 21, 23, 27, 27, 28, 29.

Preparatory activities

Look at the picture on page 20. What animal is in this picture? Do you think this is the biggest animal in the zoo?

Reading

Read page 20 and page 21 to find out about this animal.

Is this the biggest animal in the zoo? Who said that it was not the biggest animal in the zoo? Read what Grandfather said about the animal.

Who will be Jim and read all the things that Jim would say? Who will be Judy? Who will be Grandfather?

Pages 22-26

Pages 22-26

No New Words

Preparatory activities

Teacher: Now we are going to read the rest of this story about the zoo. The story ends on page 26. You will have to read all of page 22, all of page 23, all of page 24, all of page 25, and all of page 26 to finish the story. Read the rest of the story and find out whether Jim and Judy found the biggest animal in the zoo.

Reading

Teacher: Now that we have finished reading the story silently, let us look back at page 22. Look at the picture on page 22. Is this the biggest animal in the zoo? Who will read page 22 aloud? Look at page 23. Who will read what Grandfather said about this animal?

Look at page 24 again. Who will read what Jim said? Who will read what Judy said?

Look at page 25. What did Grandfather say? What was the biggest animal in the zoo?

Turn to page 26. Jim and Judy are looking at another elephant, aren't they? What is the elephant doing in this picture? Do you see Grandfather in this picture? Where is Grandfather? Who will read all of page 26 aloud?

Do you think that Jim and Judy have been having a good time at

the zoo? Have you had fun visiting the zoo with Jim and Judy? What other animals do you think the children might have seen at the zoo?

Enrichment activities

The children may make individual booklets about animals, or they may make one large booklet. The children may cut pictures of animals from magazines and paste them in the animal books. A simple descriptive sentence may be composed about each picture.

The children may compose stories about animals. These stories may be incorporated in a large class book and illustrated by the children.

The children may make animals from clay. These may be either fired or allowed to dry in the sunshine. They may then be painted with water colors.

During the work of this unit, the teacher should read many animal poems and stories to the children.

The teacher may tell riddles about animals and ask the children to guess what animal each riddle is about.

The teacher may point out to the children the *in* and *to in into*.

Have the children give words that begin like *not*, such as *now*, *never*, *noon*, etc.

Pages 27-30

Page 27
No New Words

Page 28
New Word
find

Pages 29-30
No New Words

Minimum repetition

find: pages 28, 28, 29, 29, 30.

Preparatory activities

Teacher: When we finished the last story, Jim and Judy were looking at the biggest animal in the zoo. Who can find the page on which the story ended? The number of the page is 26. Look at the picture again and see if you can find Grandfather.

Look at page 27. This is a new story. It is called *Grandfather and the Policeman*. Whom do you see in the picture on page 27? Do you see Grandfather?

Reading

Teacher: Read page 27 and find out what is happening.

What did Judy say? What did Jim say? What happened after that?

Turn to page 28. Look at the picture. Do you think the policeman will help the children find Grandfather? What do you think the children are saying to the policeman? Yes, I think they are saying that they cannot find Grandfather. Read page 28 and find out what Jim said. Find out what the policeman said, too.

Who will read what Jim said to the policeman? Who will read what the policeman said?

Turn to page 29. Look at the picture. Where is Grandfather? Where is the policeman? Where are Jim and Judy? Do you think that Grandfather can see Jim and Judy? I think they are playing a joke on Grandfather. Read page 29 silently and see what happened.

Grandfather was lost, too, wasn't he? Who will read this page aloud?

Do you think that Jim and Judy will hide from Grandfather? Look at page 30. Are Jim and Judy still hiding from Grandfather? What do you suppose they said when they ran to Grandfather? Read this page silently.

What did Jim say when he ran to Grandfather? What did Judy say? Grandfather was so confused that he was not even sure that he could find the car. What did Grandfather say? Who will read what the policeman said?

Who was the children's friend on the trip to the zoo? Who can

tell all the things the policeman did for Jim and Judy and Grandfather? Who can tell the other ways in which a policeman helps people?

Enrichment activities

The children may reread silently the material on pages 27-30. Well-adjusted children may prepare to read the story orally for the class. The teacher should be extremely careful, however, about forcing timid children to enter into oral activities with the entire group. Unless the child is well adjusted, it is advisable for him to prepare to read the story orally to a small group of children or to the teacher alone.

One group of children may prepare to dramatize the story, selecting the characters and deciding what each character should say and do. The teacher should stress the need for planning an orderly dramatization and should encourage the children to refer to the story constantly while they are making their plans. The dramatization may be given for other children in the class who are not reading *Now We Go Again*.

Unit III

"NOW WE GO AGAIN," PAGES 31-48

Page 31

New Word
beach

Minimum repetition

beach: pages 31, 34, 34, 35, 35, 36.

This unit is longer than the preceding units. However, since the vocabulary load is extremely light, the children will be able to read it without difficulty. The teacher should encourage them to read independently so that they will have experience in reading several pages at one time without coaching from the teacher.

Preparatory activities

Teacher: We have read about Jim and Judy going to the city. We have read about the big building and the fire station they visited, the toys they bought, and their trip to the zoo. Now we are going to read some new stories about Jim and Judy. These stories tell about fun at the beach.

Reading

Teacher: Look at the picture on page 31. Can you find the title of this group of stories? I will read it for you.

Look at the picture again. What two people are getting off the train? Do you see Tags in the dog carrier? Who is meeting Mother and Father? Can you guess why Jim and Judy are not at the station? Do you think Mother and Father are coming as a surprise for Jim and Judy?

Pages 32-33**Pages 32-33***No New Words***Preparatory activities**

Teacher: Turn to page 32. It is the first page of a new story. Look at the picture. Find the title of the story. Jim and Judy have been asleep, haven't they? Who has come into their room? What do you think she is saying? Can you read the title?

Do you think that Jim and Judy know that Mother and Father are in the city? What time of day is it?

Reading

Teacher: We will have to read the page to find out what Grandmother said. We must find out what is going to happen. Read all of page 32 silently. Then read page 33 silently.

Did Jim and Judy know that Mother and Father were in the city? Who told them that Mother and Father were in the city? Read what Grandmother said on page 32.

Look at page 33 again. Mother and Father are talking to Jim and Judy, aren't they? Do you see Tags in the picture? Who will read this page for us?

Pages 34-35

Pages 34-35

*No New Words***Preparatory activities**

Teacher: Now we are going to read a new story. It begins on page 34 and it ends on page 35. Look at the picture on page 34. What are Jim and Judy showing Mother and Father? Where do you think the children want to go? Look at the name of the story. Who can read the name of the story for us? The title of the story tells us that Jim and Judy want to go to the beach.

Reading

Teacher: Read all of page 34 and all of page 35 silently. Find out how the family is going to the beach. Find out whether they will have supper on the beach.

Who will be Jim and read all that Jim says? Who will be Judy? Should we have Grandfather in our play? Should Mother and Grandmother be in the play, too? Grandmother doesn't say anything, but she and Mother go to get the supper, don't they? I think Grandmother should be in the play, too.

Enrichment activities

The children may look again at the pictures on pages 34 and 35. They may study the pictures to decide what things the family is going to take to the beach.

The children may plan a menu for a simple picnic supper at the beach. Each child may tell the class how to prepare one of the simple things on the menu. The teacher should tactfully insist that the description be given in a logical and orderly way.

See if the children can think of words that begin like *find*, as *fun*, *farm*, *fence*, and like *beach*, as *bat*, *ball*, *butter*.

Compare *find* with *fun*, *farm*, *faster*, and *beach* with *bed*, *biggest*, *buildings*.

Pages 36-37

Page 36

New Word

water

Page 37

No New Words

Minimum repetition

water: pages 36, 37, 37, 37, 38.

Preparatory activities

Teacher: We have just read about the way in which Mother and Father, Grandfather and Grandmother, and Jim and Judy got ready to go to the beach. Look at page 36. Here they are at the beach. The children can see the beach. What else can they see? Yes, they can see the water.

Find the title of this story. Who will read the title for us?

Reading

Teacher: Read the first sentence silently and find out what Jim said. Who will read what Jim said?

Read the next sentence and find out what Judy said. Who will be Judy and say what Judy would say?

In the next sentence there is a new word. You will be able to read the word if you will look at the picture carefully and read the sentence carefully. Read the third sentence and try to guess what the new word should be.

Who will read the sentence aloud? What is the new word in this sentence? It is the last word in the sentence. I will print the sentence on the blackboard. Who can read the sentence that is on the blackboard? Who will read the third sentence in the book again?

Read the last sentence silently. Who will read it aloud?

Look at the picture on page 37. Who are in the water? Is Tags in the water? Read all of page 37 silently.

When you have finished page 37, read the story again. It begins on page 36 and doesn't end until page 37.

Who will read all of page 36 aloud? Who will read all of page 37 aloud?

Enrichment activities

The children may tell about fun they have had going to the beach. If few of the children have been to the beach, they may tell about other picnics they have had.

The children may draw pictures of the beach. Each child may compose a simple, descriptive sentence. The teacher may print the sentence under the picture. The pictures may be bound together to form a class book which may be added to the library table.

Each child may find the story that he likes best in this unit and prepare to read it aloud to a small group of children or to the entire class. It is particularly worth while to ask various children to prepare to read stories aloud if some of the other children are not reading *Now We Go Again*. In this way a true audience situation is presented. The children who are reading orally have increased experience in oral activities, and the children who are not reading *Now We Go Again* will enjoy the stories which are read to them.

Compare *water* with *wagon*, *want*, *went*.

Pages 38-41

Page 38

New Words

ball

played

Pages 39-41

No New Words

Minimum repetition

ball: pages 38, 38, 38, 38, 39, 39.

played: pages 38, 38, 41, 41, 42, 48.

Preparatory activities

The children may read the title on page 38. The new word *ball* in the title may be worked out from the picture. The children may discuss the pictures on pages 38-41.

Reading

The children should read the story silently with a minimum of assistance from the teacher. She should supervise the silent reading tactfully and should not interrupt a child who is reading with enjoyment and ease.

When the story has been read silently, the teacher may ask various children to read parts of the story aloud.

She may ask the children the following questions:

1. Who played ball in the water?
2. Who wanted the ball?
3. Who went into the water to get the ball?
4. Who played ball with Tags?
5. Where did Tags and Father play ball?

Enrichment activities

The children may tell the story which they have just read. They should tell the story without using the book, but they should be encouraged to refer to the book often when planning to tell the story. The teacher should stress the fact that it is not necessary to use the exact words of the story, but that it is important to plan a logical, well-organized story.

The children may continue the story, planning additional adventures that Tags could have had while he was playing ball with Father. Although the teacher should tactfully insist that the additions to the story be logical and that they be presented in an orderly way, she should be extremely careful not to criticize a child while he is telling a story. She should not interrupt him and should be extremely careful to guard against embarrassing the child that is talking.

If any of the children have spent vacations at the seashore, they may relate how they traveled there, how long it took to get to their destination, whether they met new friends, and other adventures.

See if the pupils can give words that begin with the same sound as *ball*, such as *bell*, *bounce*, *bat*; and which rhyme with *ball*, as *tall*, *fall*, *wall*.

Compare *played* with *policeman*.

Page 42*No New Words***Preparatory activities**

Teacher: Look at page 42. This is a very short story. It is only one page long. Look at the picture. What is Jim doing? What is he making? Did you ever build anything in the sand at the beach?

Reading

Teacher: Let us read this story silently and find out just what Jim is building in the sand. Who will read the page aloud?

Page 43*No New Words***Preparatory activities**

Teacher: Now look at the picture on page 43. What is Judy doing? Can you see what Judy is building in the sand? Judy is making a farm. Let us read to find out what Judy wants to make for the farm.

Reading

The children may read the material on page 43 silently. They may then read the page orally.

Teacher: Let us look at page 42 again. Page 42 tells us what Jim is making. Who will read page 42 aloud?

What page tells what Judy is making? Who will read that page aloud?

Pages 44-45*Pages 44-45**No New Words***Preparatory activities**

Teacher: Look at the pictures on pages 44 and 45. What is happening in these pictures? Is it time for supper? What is Tags doing? Do you think he is hungry? Jim and Father are running, aren't they? Do you think they are hungry? They have been out on the beach for a long time. I think they are ready for supper.

Reading

The children may read the material on pages 44 and 45 silently. The teacher may then ask the following questions:

1. What did Grandmother say?
2. Who said that Tags wanted supper?
3. What did Jim say?
4. Who will read what Mother said?

Pages 46-47

Pages 46-47

No New Words

Preparatory activities

Teacher: Look at the picture on page 46. Where are Jim and Judy and Father standing? Yes, they are standing on the dock (or wharf). What do you think they are getting ready to do? Look at the picture on page 47. Does it tell you what they are doing?

Reading

Teacher: Find the title of this story. Who can read it for us?

Read the first two sentences silently to find out what Jim and Judy want to do.

Read the rest of the page to find out what Father said.

Now look at page 47. Look at the picture again. Read page 47 silently.

Who will read page 47 aloud? Who will read all of the story on page 46 and page 47?

Page 48

No New Words

Preparatory activities

Teacher: Look at page 48. This page has no picture. It doesn't tell a story. The title of this page is a question. The question is for you. Who will read the title?

I will tell you how to answer this question. Do you see the number 1? How many sentences do you see near the number 1? Yes, there

are two sentences. One sentence is right, but one sentence is wrong. You are to read the two sentences and decide which one is right.

Then you must read the two sentences after number 2 and decide which one of those is right. You will read those after number 3, after number 4, and number 5, and decide which sentences are right. Do you understand how you are going to answer the question now?

Reading

The children may read each pair of sentences silently and decide without help which sentence is true. After the children have independently selected the sentence which they believe is right, one or two children may read the sentence aloud. The group may then discuss the sentence and decide whether it is correct. In the case of disagreement, the teacher should suggest that the story be found and read again so that the children can decide definitely on their answer. The value of the exercise is greatly enhanced if the teacher encourages the children to reread the material in *Now We Go Again*.

Enrichment activities

If there is a sand table in the schoolroom or a sand pile on the playground, the children may build a city or a farm in the sand.

The children may dramatize the stories in *We Go to the Beach*. They should plan carefully how many characters there should be in the play, what each character should say and do, which part of the classroom may be used as the beach, which as the railroad station, which as Grandmother's house. The dramatization should be developed by the children with a minimum amount of supervision by the teacher. The play may be given for the children in the class who have not read *Now We Go Again*.

When the children have completed *Now We Go Again*, they should take up the work of the Primer Period. The copies of *Now We Go Again* may be placed on the library table for leisure reading.

Word List for the Pre-Primer

The following list contains all the new words—42 in number—occurring in *Off We Go*.¹ Derivatives are counted as new words, except that such singular and plural forms as *farm* and *farms* or *rides* and *ride* are counted as one word. If proper names are omitted, there are 40 words in *Off We Go*—all of which appear in the revised Gates word list and 95 per cent of which appear in the first fifteen hundred most frequently used words of the revised Thorndike word list.

1	18	27	36	48
2	*Judy	*mother	*calf	49
3	19	28	37	right
4	*too	is	get	which
5	20	this	38	50
6	*and	29	hay	51
7	*faster	*father	wagon	52
8	21	30	39	53
9	*away	fun	*horses	54
10	*went	31	up	55
11	22	farm	40	56
12	*Tags	the	41	57
13	*to	32	42	58
14	23	want	on	a
15	*ride	33	43	59
16	go	car	44	60
*Jim	we	it	45	61
17	24	34	supper	62
I	25	in	46	63
said	26	35	47	64
	laughed	farmer	bed	
	off	like		

¹The words which are marked with an asterisk are words that have been used in the revised edition of *All Aboard*. They are listed as new words in the Pre-Primer program because it is assumed that they have not been fully learned in the Pre-Reading period.

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